

# Minutes of the General Education Assessment Committee (GEAC)

## Meeting of 7/10/07

1. Meeting started at 2:15 pm
2. Members present were Drs. Chapdelaine, Cacicedo, Falabella, Mech, Koosed, Rice, and Kalouche.
3. The committee started by discussing what needs to be prepared for the August faculty retreat, and the consensus was to have one model with various alternatives and questions. The aim is to have the faculty critique the model and be active in shaping a final version. So far there is consensus on the freshman year seminars, but the variations in approaches to sophomore and junior clusters and/or senior capstones could be reflected in the proposed alternative models.
4. The meeting focused on a discussion by all present committee members of clusters, the senior capstone, experiential learning, and an outline of a model (with alternatives). The following notes, taken by Drs. Koosed, Chapdelaine, and Kalouche, reproduce highlights of the discussion with the focal point being the model section:

### Clusters:

- Should the clusters be thematically defined with courses chosen from existing curricula, or should these cluster courses be developed as courses combining different divisional/disciplinary foci? Could faculty draw on existing courses and eventually, these clusters will evolve over time into more integrated courses?
- What should faculty teaching these courses do: should they meet together regularly, after they discuss and submit their proposed clusters? Should the clustered courses be sequenced as well?
- One could find 10 courses across the curriculum that would fit into a clustered theme, and every semester 2 or 3 out of these would be offered.
- We should focus on courses already offered and that are part of the existing curricula, including those that are already clustered (some women's studies; global studies; holocaust studies; Latin American studies; Environmental Studies, etc.), and move into an evolutionary direction: we could start by identifying courses by theme; and then consolidate the relation between courses over time.
- Should clusters stay in concentration as well (for example, for the programs mentioned above) and could they double count?
- Should each cluster be defined as divisional (humanities, natural sciences, social sciences, fine arts) depending on content and self-definition at submission time (e.g., the European Renaissance could be either a "humanities," an "arts," or a "natural sciences" cluster)? Or should the clustered courses be chosen from at least three divisions? Should we have 2 chosen from each division?

## Model:

### I. FRESHMAN SEMINAR

II. DISTRIBUTION COURSES: Introductions to the four divisions. Students would be required to take 3 of the 4, excluding only their major division. These can be drawn from existing courses, or divisions might wish to develop new courses. Each of these courses would have a common set of goals developed by the division.

### III. CLUSTERS

a. ALT 1:

2 clusters, 5 or 6 courses each.

Of the total, at least one must be from each division. Each cluster would contain courses across divisions.

b. ALT 2:

2 clusters of 4 classes; 3 classes out of 4 required from each cluster (total: 6 courses)

Each course would represent one division in a cluster – NS, HUM, FA, SS.

c. ALT 3:

1 cluster, 3 courses each. Each course must be from a different division

### IV. OTHER REQUIREMENTS NEEDED

If not already fulfilled in clusters or concentrations, would need to take courses to fulfill following requirements:

1. Quantitative and logical Reasoning
2. Foreign Language (competency at level of 201 required; language and culture?)
3. Cross Cultural Understanding (Exploring the history...)
4. Ethical values and social and global responsibility (Fostering discernment...)

ALTERNATIVE 1: Ethics course

*Question 1:* How are the fine arts defined? Should there be a creative artistic expression (drawing, creative writing, music performance, drama) requirement? Or will the fine arts include these type of creation-oriented classes AND art history, music history, etc.?

*Question 2:* do cluster courses need to be coordinated by faculty?

*Question 3:* what is a culture and what counts as “another culture”? Does it have to be non-Western? How would we define it? Should we use terms like other, difference, or diversity? What courses would fulfill this requirement? (Exploring intensively...)

### V. SENIOR SEMINAR

### VI. EXPERIENTIAL LEARNING

### **Guidelines for component II:**

Learning the basic elements of knowledge including objects, events...

Question: Should one or more of these courses be writing intensive?

### **Guidelines for Cluster Courses:**

1. For that cluster content, learning the basic elements of knowledge including objects, events...
2. Advanced Information Literacy
3. Advanced Written and oral Communication (Writing, speaking, presenting...)
4. Critical Reading (interpretation, analysis, and contextualization)
  - identifying similarities....
  - Appreciating the diversity of theories...
  - Critiquing, synthesizing, adapting...

### **Senior Seminar:**

Alternative 1: Themed course that students would approach from their own discipline; course would be student-run through their own research, writing, and presentation. Reflection on general education would be included.

Alternative 2: Focus only on reflection on goals of general education, on their college life and experience, experience events and experiential learning.

- Structured around experiential learning component
- Structure around our goals (Knowing the World, etc.)
- Concentrating on our Engaging the World goals
- Application and practical skills
- Mirror reflection of the freshman seminar
- Look at freshman seminar products as first assignment and rewrite
- Assessment

### **Experiential Learning:**

The experiential requirement is the Experience Events program and one other activity that promotes practical, meaningful experiences to engage students in critical thinking, problem solving, and decision making within contexts that are personally relevant and connected to academic learning objectives.

Examples: study abroad, ACRE project, honors thesis, advanced independent study (?), internships, student teaching and practice, student jobs (?), extra-curricular activities (?), leadership in campus organizations (?), service learning, volunteerism (?)

Some categories would be automatic, but others subject to approval (?)

5. Assignments for next meeting: In preparation for our next and final meeting before meeting with Terry Rhodes and the August faculty retreat, specific tasks were assigned to committee members (in parentheses in the model section above). Members need to draft more detailed descriptions of specific sections of the overall model, integrating existing notes, and submit these to the whole committee for review before an extra meeting scheduled for **Monday, July 16, at 11 am**, where the committee will finalize the selection of the materials to be disseminated to the faculty.

I- Freshman Seminar components	Dr. Andrea Chapdelaine:
II- Distribution requirements components	Dr. Jennifer Koosed
III- a Cluster ALT 1 components	Dr. Steve Mech
III-b Cluster ALT 2 components	Dr. Fouad Kalouche
III-c Cluster ALT 3 components	Dr. Kennon Rice
IV- Other Requirements components	Dr. Dan Falabella
V- Senior Seminar ALT 1 components	Dr. Kennon Rice
V- Senior Seminar ALT 2 components	Dr. Fouad Kalouche
VII- Experiential learning components	Dr. Al Cacicedo

6. The meeting was adjourned a little after 6:15 pm.

Notes taken by Fouad Kalouche, Jennifer Koosed, and Andrea Chapdelaine 7/10 (minutes revised and finalized 7/15)

**Attachments:**      **Dr. Steve Mech's General Studies Model** (pages 5-9)  
                                 **Dr. Kennon Rice's ACL proposal** (pages 10-14)  
                                 **Dr. Fouad Kalouche's General Education Program** (15-31)

## Dr. Steve Mech's General Studies Model

### Freshman Year:

Fall	Spring
GLA 100 – Disciplinary focal course	GLA 101 – Interdisciplinary
Similar to current Forum model, but coordinated somewhat with two other faculty	The three faculty who coordinated in Fall form the faculty for this larger course
Faculty choose topic of personal interest	Topics don't have to match with previous semester
	Content is theme based (race, global interdependence, class, etc.)
Divisional Intro I	Divisional Intro II
First course that introduces students to the ways of knowing outside their "home" division (e.g., humanities or social sciences for the natural science majors)	Second course that introduces students to the ways of knowing outside their "home" division (e.g., humanities or social sciences for the natural science majors)

### GLA Notes:

By taking paired courses, the students will have a single cohort (although larger in the second semester) and will have common experience and basis in knowledge

Both semesters will meet four times a week: twice for content, once with student mentor, and once with writing instructor (current ENG 101 faculty?)

Each semester contains end-of-semester presentation

Faculty serves as advisor for the student through the freshman year. Students in more prescribed concentrations can have a second advisor.

### Divisional Intro notes:

These courses fulfill the distributional requirements. They also lay the foundations for future IDS/Clustered courses. Ideally, there would be a single course that gives an overview of the entire division; realistically, however, there could be several courses (such as existing intro courses like SOC 101) offered by each division. Either way, all courses that fulfill this requirement are agreed upon by the chairs of each department within the division.

**Sophomore Year:**

Fall	Spring
Begin course clusters	Continue course clusters
Cluster of 3-6 courses designed in concert by interested faculty from across all three divisions	
Courses can be modifications of existing courses or entirely new courses	
Begin foreign language/Quantitative reasoning	Continue foreign language/Quantitative reasoning

Notes on course clusters:

Students must take three courses within a cluster from across the three divisions. Courses within a cluster may fulfill concentration requirements.

At least two courses from a second cluster must be completed by the end of Junior year (total of five courses from two different clusters)

These courses must be approved by the curriculum committee and explicitly address the goals in Knowing, Understanding, and Engaging the World.

Furthermore, these courses must be writing and reading intensive courses to fulfill those aspects of the general education goals.

**Junior Year:** Students complete course clusters, foreign language, quantitative reasoning, and ethics courses (unless already completed in Sophomore year)

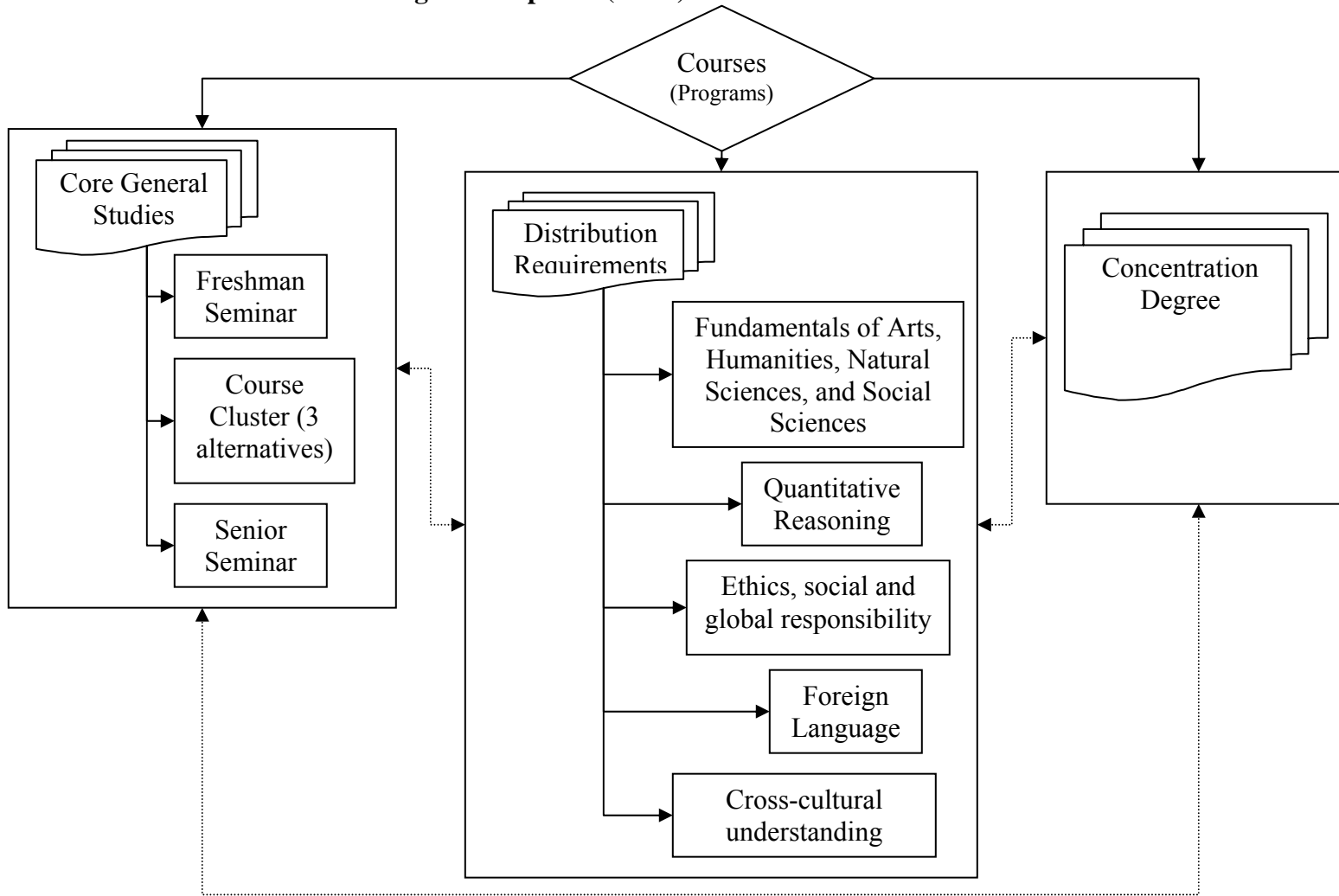
**Senior Year:** General Studies Senior Seminar

Yet to be developed, but must demonstrate interdisciplinary thinking and approaches as well as have a clear writing component (with a writing section similar to the freshman seminar)

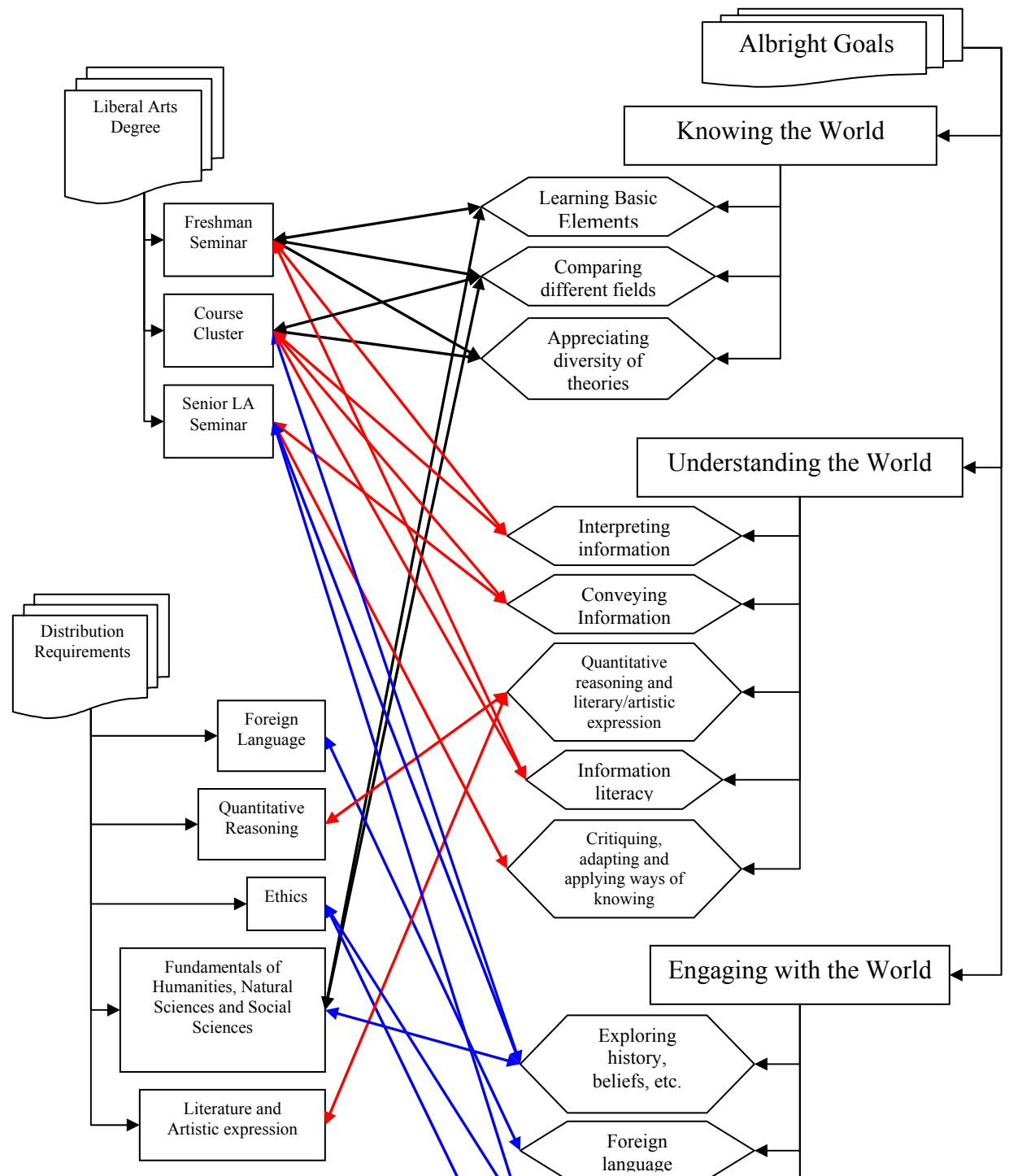
Total course count:

- Two freshman seminars
- Two divisional introductions
- Three courses from one cluster
- Two courses from second cluster
- Two Foreign languages
- One quantitative reasoning
- One ethics course (partially addresses the final goal: “reflecting on the impact that their actions and choices have on the world”)
- One General Studies Senior Seminar

**Dr. Steve Mech’s General Studies Program Proposal: (SGM)**



Courses particular to the Core General Studies and Distribution Requirements are described in the attached document. The Distribution Requirements combine category II (divisional introductions) and category IV (other requirements). Note that the distribution requirements can be fulfilled by either the Liberal Arts Degree courses, the Concentration Degree courses or through independent course (e.g., Foreign Language, fundamentals)



Matching Goals and Course		Liberal Arts Degree			Distribution Requirements				
		Freshman Seminar	Course Cluster	Senior LA Seminar	Foreign Language	Quantitative Reasoning	Ethics	Division Fundamentals	Literature and artistic expression
Knowing the world	Learning basic elements	X			X			X	
	Comparing different fields	X	X	X					
	Appreciating diversity of theories	X	X				X	X	
Understanding the world	Interpreting information	X	X	X				X	
	Conveying information		X	X					
	Quantitative reasoning					X			
	Literary/artistic expression		X					X	X
	Information literacy	X	X	X					
	Critiqueing, adapting and applying ways of knowing		X	X		X	X		
Engaging the world	Exploring history, beliefs, etc.		X	X			X		
	Foreign language study				X				
	Informed Choices			X			X	X	
	Understanding of ethical values						X		
	Reflecting on their impact on the world				X		X		

## Dr. Kennon Rice's ACL proposal

### ACL 101 & 102

I am generally comfortable with the model for freshman seminars that Andrea sent around. However, I question the need for a student mentor in the second semester. I also support the idea of beginning a portfolio that would be completed in as part of the senior capstone, and discussed with the academic advisor previous to registration periods.

Furthermore, I agree with Brian's suggestion that while IDS need not be a major component to semester one, it should be included.

Finally, I am still attached to the following list as possible topics for the second semester of the freshman year (ACL102).

Creation stories (From the garden of Eden to the Big Bang)  
Creationism vs. evolution  
Peer review vs. Wikipedia vs. Conservapedia  
Historical revisionism (e.g. Holocaust Denial, myths about early America, etc.)  
Urban Legends  
The influence of commercial interests on science/ perceived "common sense"  
Soft determinism vs. hard determinism  
What is art/beauty?  
The scientific method  
Value neutrality  
Science as social activism  
What does it mean to "be religious"/have faith  
Conspiracy theories  
Extraterrestrial/supernatural influences  
Alternative interpretations of religious texts  
Nature versus nurture  
Individualism versus social construction  
Cultural Relativism  
Post-modernism

Students should be introduced to all the major ways of knowing through a disciplinary frame and challenged to recognize and struggle with their limitations and contradictions in addition to their own personal hypocrisy. The content of the IDS101 course could serve as inspiration or, in some cases, imported directly.

### Sophomore Year – Intensive epistemological study

After being introduced to epistemology in ACL101 and ACL102, students will further their study of knowledge through the intensive examination of the different disciplinary traditions of creating and validating knowledge. Each of the courses will allow students to carefully examine the methods, assumptions, and limitations of disciplinary epistemologies.

Each of the four courses taken in the sophomore year will be based on a particular discipline, but will represent each of the following areas:

1. Social Science
2. Natural/Physical Lab Science
3. Arts
4. Humanities

One of the four courses must be a “writing intensive course.” Instructors who opt to teach their course as a writing intensive option will have their course size capped at 15, but must meet certain requirements and be approved by the curriculum committee.

### **Interdisciplinary Themes**

After students have completed all four of the distribution courses (introductions to disciplines) students will register for an “interdisciplinary theme.” Each interdisciplinary theme consists of 3 clustered courses around a given topic, each representing three of the four different divisions of the school (natural sciences, social sciences, humanities, and arts). Courses taken to satisfy the requirements of the theme may also satisfy requirements of one’s concentration or distribution requirements. These courses will each be individually taught by different instructors, but will be linked by more than just a common subject matter. The instructors will coordinate their courses so that students can actively witness and engage in the different “ways of knowing” as they apply to the subject at hand. The courses in these themes will also provide a context for the application of the methods and bases for knowledge learned in the first two years of the general education program.

## **II. Intellectual Tools (Understanding the World)**

Applying the various epistemologies to their full potential requires more than merely being aware of them. It requires a set of specific intellectual tools. The required courses in this category are designed to impart or improve these tools. Thus, in the first three years of a student’s time at Albright they are also required to take courses designed to fulfill the following skill sets:

1. Information Literacy
2. Written communication
3. Quantitative Reasoning
4. Interpreting Literary Expression
5. Modeling (Construction of abstractions)
6. Foreign Language (Competency at level of 201 required)
7. Critical reading
8. Creative expression

It is assumed that courses within concentrations will fulfill many of these requirements, but courses will have to be individually qualified by the curriculum committee. For instance, in sociology the statistics course may fulfill the quantitative reasoning requirement and the theory course may fulfill the Modeling requirement. Courses nested within clusters may also fulfill these requirements. Concentrations should attempt to qualify 3-5 of their courses as meeting these requirements so that students are not overly burdened in meeting their GE requirements. By including double qualification in the curriculum it re-enforces for students that the General Education and their concentrations are linked.

## **ACL400**

Like ACL100 and ACL101 this is a writing intensive course and organized as a seminar. It also holds as its goal training in oral presentation. The seminar topics will cover broad areas such as:

The City  
Television  
The year 1856  
Globalization  
Motorcycles

The students in the class will be responsible for three major course projects and several smaller ones.

**Their first assignment** will be to write a paper on the basis of knowledge and methods within one of their own concentrations. These written documents will then be presented to the class orally. If multiple students from the same discipline are enrolled in the course the oral presentations will be coordinated. Much of the content of these papers and presentations can come from their experiences in ACL100-101 their intro courses in their disciplines and the methods courses within their disciplines.

**The second major assignment** of the course is a presentation relating their home discipline to the subject at hand (i.e. the city, television, the year 1856 etc.) Assuming a class size of 15-20 the students enrolled in the course will receive an extremely diverse exploration of their subject area. This assignment should be written and presented according to the standards of their home discipline. These standards will be established by a text recommended by their home department and required for purchase and use in the course.

**The third major assignment** of this course is the completion of the portfolio that the students began in their ACL101 courses. An element of this portfolio is a term paper structured to induce reflection in the part of the author in regard to integrating/reconciling the content of their peer's presentations and papers (e.g. for a physics major taking the motorcycles course – what are the implication of physics of the machine for the social, cultural, artistic, literary, uses/perspectives of the machine? In what way do these other disciplines influence the discipline of physics as it related to motorcycles?)

The portfolio will also be required to providing evidence of their satisfactory accomplishment in each of the areas outlined in our “General Education Goals” document. They will similarly be required to write reflection pieces on the value and sum of their general studies experiences. A resume appropriate to the style of their discipline will also be required as an element of the portfolio, as will be a statement of the ways their general studies accomplishments will complement their future career trajectories (both short and long term).

Evidence of having accomplished the goals can take many forms, from uploaded video/sound files to uploaded course work, to essays composed exclusively for the portfolio.

However, one required element of the e-portfolio is a reflection on the experiential learning requirement. Students must be able to make a strong case that this experience allowed them to apply their skills they've acquired in their general studies experiences. As such, the experience must be able to be shown to have contributed to this learning. However, any experience that fulfills those requirements may qualify (e.g. study away, internship, leadership on campus, public service, honor's thesis, ACRE study, independent study, etc.)

Another required element of the portfolio is a reflection on the experience events that one has attended. Every experience event attended should be explicitly tied to and justified by one or more of the general education goals.

Regular non-credit “workshops” will be held each year. These sessions will be designed to assist students in the construction of their portfolios. These sessions are voluntary for everyone.

(Perhaps each class creates an experience event presenting the collective summation of their individual reports?)

The instructor will serve as a facilitator while students lead most class meetings.  
Tests will hold students accountable for learning the content of each other’s presentations.

**Total Course Requirements:**

ACL 101 and 102

4 epistemological studies

3 Clustered courses

~5 Intellectual skills courses

1 capstone

1 Experiential learning that may or may not be for credit (ACRE, internship, travel course, service project, etc.)

**Total: 15 Courses**

=====

Old requirement 15 courses with many students testing out of 1 writing and 1 foreign language course

**Extracted from our goals**

Information Literacy

Written communication

Verbal communication

Quantitative Reasoning

Locating self in social systems/foundations of culture/society

Intensive study of a culture

Social and global responsibilities

Critical thought

Creative expression

Ethical engagement

Integration

Reflection

Assessment

Objective driven

Critical reading  
Literary expression

**Extracted from other school's models**

Creative methods  
Interpreting expression  
Modeling (construction of abstractions)  
Scientific methods  
Social and cultural analysis  
-Global responsibilities  
Understanding diversity  
-Ethics and social responsibilities  
Historical trajectories  
Literary studies  
Foundations of society/culture

# Dr. Fouad Kalouche's GEP proposal

7/15/07 version

*Model developed by Dr. Fouad Kalouche (Philosophy)*

*The model relies on, and borrows from, various proposals by, and extensive discussions with, other members of GEAC (Drs. Cacicedo, Chapdelaine, Falabella, Koosed, Mech, and Rice)*

## PROGRAM HIGHLIGHTS

- Developmental model, with GEP classes extending from freshman year to senior year. There will be two courses required for the freshman year, three courses required for the sophomore year, three courses required at the junior year, and one required senior capstone course building on an experiential learning “Senior Experience.”
- The only supplementary “distribution” requirements beyond the GEP courses would consist of 3 foreign language courses to be taken at Albright (no exemptions; transfer credits may be accepted but not substituted), one “Cross Cultural Awareness” course and one “Global Interdependencies” course.
- The model integrates “experience” events, where there are set “academic experiences” required each year within courses and with a one-page summary and a one-page reaction written, submitted, graded and saved for each experience. These “academic experience” events would be for the most part coordinated by the curriculum committee or one of its standing sub-committee on GEP, with the assistance of academic support, academic programs, and college-wide committees or councils (e.g., Diversity Council, UGR Committee, Honors Committee, English Across the Curriculum support office, Career Development and Internship support offices, Global Studies programs, Women’s Studies Programs, etc.). This would transform the current work of the Experience Program by making it cater more to the academic needs, while not ignoring cultural, artistic, and entertainment experiences that would still exist and would be required but without the written response (1 cultural or artistic experience per semester; 1 entertainment experience per semester).
- The model requires an “experiential learning” component to be completed by the first semester of the senior year, and upon which the senior Capstone seminar will be based. The experiential learning component could consist of a travel abroad study program (minimum of two weeks interim program up to one semester or one year program), or a pre-approved (by the curriculum committee or its GEP sub-committee) advanced research project supervised by a faculty member, such as an ACRE project or an advanced independent study research or experiment project, or a pre-approved (by the curriculum committee or its GEP sub-committee) and faculty-supervised service learning project, student teaching, on-or off-campus internship, on- or off-campus creative expression/performance project, etc. The Senior experience could be a 4 credit course (e.g., ind. study, internship, practicum, etc.) which would require a written report and thus prepare for the Senior Capstone, or it could be a non-credit course fulfilled through a non-credit activity (e.g., study abroad, ACRE, etc.), with the condition of drafting some kind of report that would facilitate the senior capstone work. The senior capstone will require a written work to be submitted that addresses in detail, through description and reflection, the experiential learning component, along with other descriptions and reflections on experiences, on one’s academic career, and on self, world, ethics and responsibility. The written part of the project would be the major requirement of the senior capstone, along with oral in- and out-of class individual presentation.
- The GEP relies on a strong General Education Preparedness program coordinated by academic support. This pre-GEP program entails academic placement assessment and post-admissions preparation, namely remedial or developmental programs focusing on 1) writing, 2) reading, 3) Quantitative, 4) analytical, 5) computer literacy, and 6) information technology. A foreign language study preparedness is also to be implemented, as placement tests for language proficiency would be developed by Academic Support and the Department of Foreign Languages, then administered in order to test 1) writing, 2) reading, 3) oral comprehension, and 4) oral expression. Those freshmen/transfers scoring low (thus not prepared for 100 levels) would have to take preparation/remedial classes before enrolling in 100 levels. All remedial courses are non-credit requirements.

**Summary: 9 GEP courses, 5 distribution courses, 1 Experiential learning program—credit or non-credit course (including integrated experience events and one experiential learning project). 14 or 15 courses total.**

## **PROGRAM OUTLINE**

### **I- FRESHMAN YEAR:**

- ❖ Two classes are required (GEP 100, GEP 150), taken consecutively: GEP 100 in the Fall and GEP 150 in the Spring (Intensive Interim GEP 100 and Summer GEP 100 and GEP 150 classes could also be offered)
- ❖ Student are required to choose one GEP 100 class from one of three sections A (theme and content focused on Humanities/Arts), B (theme and content focused on Social Sciences), or C (theme and content focused on Natural Sciences) and, consequently, to choose one GEP 150 class from a different section (A, B, or C)
- ❖ All classes will integrate lectures, reading, writing, and discussion components. All classes will meet 4 times a week.
- ❖ The main instructor of GEP 100 will act as a primary advisor for the student, along with any secondary advisors (concentration or assigned as part of the general redistribution of advisees).
- ❖ Various experience events, lectures, and/or activities will be required in the first year and will be integrated into the class requirements of the GEP 100 (4-5 experiences, out of which 3 are academic, 1 cultural/artistic, and 1 entertainment) and GEP 150 (4-5 experiences, out of which 3 are academic, 1 cultural/artistic, and 1 entertainment).
- ❖ At the end of the freshman year, students would have adequately fulfilled “knowing the world” goals, and will be well prepared to engage with “understanding the world” goals.

### **FRESHMAN YEAR GOALS:**

#### **Knowing the World**

Students will learn about different disciplines, their objects of study, and their approaches to knowledge, thereby establishing a broad foundation of knowledge upon which to build understanding and engagement. This goal includes

- ☼ learning the basic elements of knowledge including objects, events, processes, and contexts within different areas
- ☼ identifying similarities, differences, and complementarities among different fields of study and practice
- ☼ appreciating the diversity of theories, interpretations, and creative expressions within disciplines

#### **GEP 100 - Freshman Seminar 1: introduction to academic life and learning**

#### **General Description:**

The course is a thematic introductory exploration of academic inquiry, with focus on writing and academic skills.

#### **GEP 100–Freshman Seminar 1 (sec. A, B, C)**

10 A sections, 1 instructor, A: Hum/Art (15-18 x 10)

10 B sections, 1 instructor, B: Soc. Sci. (15-18 x 10)

10 C sections, 1 instructor, C: Nat. Sci. (15-18 x 10)

1 writing/academic skills teacher

1 peer/student mentor

4 class mtgs: 2 lect/fac, 1 writing/skills, 1 peer

### **Goals and Objectives:**

- ❖ Inspiring students and inviting them to fit into an academic environment.
- ❖ Explaining the value of a liberal arts education, encouraging intellectual curiosity, and setting high expectations for learning.
- ❖ Highlighting the importance of, and introducing ways of, academic learning, creative and critical thinking, disciplinary, inter-disciplinary or cross-disciplinary approaches to knowledge.
- ❖ Introducing skills necessary for academic life, including written and oral communication, research and information gathering and assessment, and daily organization and scheduling.
- ❖ Habituating students to school work, reading, writing, and integrating study and learning into their daily lives.
- ❖ Habituating students to “experience” events as integrated requirements throughout the GE curriculum, and to co-curricular and extra-curricular learning.

### **Structure and Logistics:**

- ❖ One full-time and experienced Albright teacher from any discipline to teach a class designed to inspire intellectual curiosity and introduce academic work and disciplines.
- ❖ Thematically designed, these courses will consist of an academic inquiry into a topic that could be situated within the dominant discourses of one academic division (based primarily on the content, and secondarily on the specialization of the instructor): The Humanities and the Arts (A), The Social Sciences (B), or The Natural Sciences. Ten (10) sections in each division will be offered, where some of these sections could have the same theme (i.e., the same class could be offered more than once). Each section should have 15-18 students. 30 sections should accommodate the largest freshman class.
- ❖ The format of the seminar will consist of lectures, discussions, writing and academic skills sessions, and peer mentors advising sessions. Integrated in the seminar will be freshmen advising and freshmen academic experiences (distinguished from non-freshmen experiences and from artistic, cultural and entertainment experiences). The main instructor is solely responsible for the grading of students.
  - During lectures sessions, general knowledge and bits of information about texts, contexts, and analyses will be conveyed and will inspire students to learn more through disciplined and critical reading of primary texts and interpretations of texts, and to contextualize these texts and interpretations.
  - During discussions sessions, students will learn how to effectively express themselves orally; to organize arguments, support them and articulate them clearly; and to critically and respectfully convey, listen, understand, discuss and engage with different positions, perspectives and interpretations.
  - Writing and academic skills sessions will be handled by a writing specialist who provides the intensive support needed by students to write clearly and effectively; to acquire the habit of researching, referencing, and critically reflecting in writing on various topics and issues; to state a thesis and find support for that thesis through argumentative and textual tools; and to become more informed about researching, truth-finding, and problem-solving methods and academic approaches. One Writing instructor who is qualified to teach what is currently covered in ENG 101 and 102 and can give particular attention to the writing component of the seminar—Not only vocabulary, grammar, and well-structured sentences, but thesis statement and thesis development and textual support, research, references, overall organization, and ease of written expression.
  - Peer mentoring advising sessions will be handled by academically exceptional students (min GPA 3.0) who are also articulate, well-organized, and familiar with student life on campus (student organizations, honors, experience events and activities, etc.) and who will assist students in adapting to the academic life on campus (scheduling, organization, time management, prioritizing academic work over other activities--work for \$, athletics, partying, etc.). Student mentors will also try to assist students in reading, understanding, and writing about, the assigned texts as well as provide advice on where to go for assistance (academic support) or how and what to do to succeed academically. [POPS mentors could continue their support and social guidance within residential communities, but the academic mentors are to be prioritized in their attempts to build learning communities]

- Freshmen advising will be handled primarily by the main instructor of the GEP 100 section the freshman is enrolled in, and secondarily (although not necessarily) by the concentration advisor and/or the assigned advisor (following a redistribution of advising tasks equitably across the whole faculty).
- Freshmen academic experiences are integrated into the class and are required class assignments with a one-page summary and a one-page reaction written, submitted, graded and saved for each experience. GEP 100 classes will require a minimum of 3 academic experience events and 1 or 2 other experiences that are non-academic (cultural, artistic, or entertainment) which do not require a written response. The minimum three academic experiences for GEP 100 would be: 1- intro to the liberal arts; 2- intro to disciplinarity and interdisciplinarity; and 3- intro to difference, diversity, and otherness.

**Some Examples of themes:** From Albright College catalogue

Man in the Living World (no lab)  
 Chemistry & Society (no lab)  
 African-American Literature  
 The Classical Heritage  
 Mass Communications & Society  
 Modern Civilization  
 The Holocaust  
 Heroes and Villains  
 Popular History of the US  
 Women and Gender in Latin Am.  
 Caribbean Cultures  
 Pirates, Plantations, and Sugar  
 Truth and Beauty  
 Human Nature  
 What is Life?  
 The Idea of Nature  
 Philosophy & Fiction  
 Modern Astronomy  
 American Government  
 Human Development  
 Women in the Biblical World  
 Monsters in the Bible  
 Religion & Popular Culture  
 Death and Dying  
 What is Religion?  
 Work and Family  
 Culture and Environment

**Some Examples of themes (II):** Not from catalogue

Nature or Nurture  
What is Beauty?  
What is the Scientific Method?  
Modernism and Postmodernism  
Approaches to the “Self”  
The Study of Cultures  
The Structure of the Universe  
The Rise of Technology  
The Human Body  
Realism and Surrealism  
Collective Memory  
Modes of Representation  
Gender and Sexuality  
Social Change/Transformation

**GEP 150 Freshman Seminar 2: introduction to disciplines and to inter-disciplinarity**

**General Description:**

The course is a thematic introductory exploration of academic disciplines and of interdisciplinary ways of knowing, with focus on writing and academic skills.

**GEP 150–Freshman Seminar 2 (sec. A, B, C)**

15 ABC classes (15 x 36-45), 5 of each section  
3 inst. from A, B, and C (IDS); 1 writing inst  
A themes: 5 GEP 150A: students from GEP 100 B + C sections  
B themes: 5 GEP 150B: students from GEP 100 A + C sections  
C themes: 5 GEP 150C: students from GEP 100 A + B sections  
4 class mtgs: 2 lect/fac, 1 disc/fac, 1 writing/skills

**Goals and Objectives:**

- ❖ Introducing students to disciplinary ways of knowing from within the three main academic divisions (humanities/art, social sciences, and natural sciences) as well as to ways of knowing from interdisciplinary perspectives and preparing them to think creatively across disciplinary boundaries.
- ❖ Improving academic skills, including written and oral communication, research and information gathering and assessment, and preparing students to organize their ideas and communicate them effectively, by learning how to express and present ideas clearly and logically—both orally (in discussions) and in writing (in papers).
- ❖ Preparing students to critical thinking and analyses, by learning to compare, contrast, and evaluate positions and arguments.
- ❖ Preparing students to solve problems and to apply theories and knowledge to the real world, by adequately situating problems within their historical, cultural, social, economic, and political contexts and/or environments.
- ❖ Inviting students to appreciate the human historical record (in both its unity and diversity) across geographical space and time periods.
- ❖ Engaging students with serious academic “experiences” and inviting them to reflect on them.

### **Structure and Logistics:**

- ❖ Three full-time and experienced Albright teachers, each from a different academic division, will team-teach a class designed to introduce disciplinary epistemologies and interdisciplinarity.
- ❖ Thematically designed, these courses will consist of an in-depth investigation of a topic from a variety of disciplinary perspectives, highlighting the development of theories and interpretations within social, historical, cultural, economic, and political contexts. While the course is interdisciplinary, the topic could be situated within the dominant discourses of one academic division or semi-arbitrarily designated as belonging to one division based on the content of the course and its main methodologies: The Humanities and the Arts (A), The Social Sciences (B), or The Natural Sciences. Five (5) sections in each division will be offered, where some of these sections could have the same theme (i.e., the same class could be offered more than once). Each GEP 150 section should have 36-45 students, drawn from the students of GEP 100 of a different division (i.e., GEP 150 A would consist of the students from GEP 100 B and GEP 100 C sections). 15 sections should accommodate freshmen and transfer students, and could be reduced in number if GEP 150 were capped at 45, instead of 36 students.
- ❖ It is preferable, but not required, that instructors who have taught GEP 100, propose with their colleagues GEP 150 classes—but any instructors could submit new or revised previously existing IDS classes as GEP 150, as long as the three instructors come from three different divisions.
- ❖ The format of the seminar will consist of 2 lecture sessions, 1 discussion session, and 1 writing and academic skills session. Integrated in the seminar will be freshmen academic experiences (distinguished from non-freshmen experiences and from artistic, cultural and entertainment experiences). The main instructors are solely responsible for the grading of students.
  - During lectures sessions, different texts and contexts will be presented and analyzed from disciplinary and interdisciplinary perspectives. How each discipline creates and evaluates knowledge will be the focus of the lectures, as well as how to critically think of this knowledge and situate its production within various contexts, especially social and historical contexts. Students will learn how to critically read primary texts and interpretations of texts, and to contextualize these texts and interpretations.
  - During discussions sessions, students will learn how to effectively express themselves orally; to organize arguments, support them and articulate them clearly; and to critically and respectfully convey, listen, understand, discuss and engage with different positions, perspectives and interpretations. It is possible but not necessary to divide discussion sessions into three smaller sub-groups each one moderated and guided by one of the three instructors (the reason is to have smaller discussion groups with full participation from all students).
  - Writing and academic skills sessions will be handled by a writing specialist who provides the intensive support needed by students to write clearly and effectively; to research, reference, and critically reflect in writing on various topics and issues; to state a thesis and find support for that thesis through argumentative and textual tools; and to improve research skills, verification and authentication, and problem-solving methods.
  - Freshmen advising will continue to be handled primarily by the main instructor of the GEP 100 section the freshman was enrolled in. GEP 150 instructors should ensure that their students are regularly meeting with their principal advisor, and/or with peer mentors.
  - Freshmen academic experiences are integrated into the class and are required class assignments with a one-page summary and a one-page reaction written, submitted, graded and saved for each experience. GEP 150 classes will require a minimum of 3 academic experience events and 1 or 2 other experiences that are non-academic (cultural, artistic, or entertainment) which do not require a written response. The minimum of 3 academic experience events for GEP 150 would be 1- self and world—or individual and society or psychology and sociology, etc.; 2- ways of knowing—research, fact checking, data collection, experimentation, and contextualization, etc; and 3) truth and knowledge—Understanding the differences between Truth, Belief, Opinion, and Ideology.

### **Some Examples of themes:** From Albright College catalogue [revised]

Man in the Living World (no lab)

Chemistry & Society (no lab)

The Classical Heritage

Environmental Issues  
Heroes and Villains  
Renaissance [selections of: Arts, Science, Education, Poetry, Politics, Biology, etc.].  
Reformation  
African-American History [Traditions]  
Medieval History [Traditions]  
Early Modern Europe  
Nineteenth Century Europe  
Twentieth-Century Europe  
Uncertainty & Creation of Knowledge  
Introduction to Environmental Issues  
An Introduction to Language [Communication/Mathematics/Representation]  
A Philosophical Tour of Mathematics History  
Perspectives on Geography: Physical, Human & Environmental Geography  
Food and Culture [and Nature or Society]  
Women in the Arts [/Science/Humanities]  
Introduction to Latin American Studies  
Universal Genesis  
Aesthetic Rebels [and Scientific Genius/etc.]  
Mathematics in Chemistry/Physics [Philosophy/Economics/etc.]  
Biophysics [+hum/soc.sci]  
Globalization  
The Human Animal  
Sex Roles in the 20<sup>th</sup> century  
Women/Men: Debating the Differences  
Human Behavior and Diversity [Issues]  
Sex, Gender, and Culture  
Human Evolution  
Ideas of [Human] Nature

**Some Examples of themes (II):** Not from catalogue

The Human Body  
The Environment  
Our Universe  
The Scientific Revolution  
Personal and Social Identities  
The Ancient World [selections of: Science, Philosophy, Politics, Art/Performance, History, Maths, etc.]  
Social Movements and Political Change  
Colonialism and Its Consequences  
Medicine/Science, Poetry/History, Maths/Astronomy  
(Mesopotamian, Islamic, Indian, Greek, Latin, Chinese, etc.)

Women's Movements and Feminist Theory  
Gender, Race, and Class  
The Enlightenment: Individual, State, and Economy  
The Genome Project and its consequences  
The Consumer Society  
Approaches to "Time"/"Sublime"/"Space"/etc.

## **II-CLUSTER YEARS – SOPHOMORE & JUNIOR YEARS:**

### **Goals, Objectives, and Structure**

- ❖ Clusters in the Sophomore and Junior years are a collection of courses that would convey the development of systems of thoughts and practices within their contexts, and would introduce all students to different disciplinary methods of analysis and investigation of facts, events, situations, and of creative expression and performance.
- ❖ Each cluster is made of 4 courses, each one representing a division—although we are here considering the fine arts as a fourth division, separate from that of the humanities. The sections designations are: A for humanities, B for social sciences, C for natural sciences, and D for fine arts. There is a sequential order between sophomore (200 level) and junior (300 level) classes, but there is no sequential order within sophomore or junior classes (even though they are numbered 201, 202, 203, and 204 and 301, 302, 303, and 304).
- ❖ The Sophomore year clusters of courses would consist of historical surveys from two disciplines within one division, and with two instructors. These courses could be combined survey classes, catering exclusively for the GEP, that convey the depth and diversity of the human historical record, and would introduce the major figures, themes, or objects of study of disciplines within specific contexts, thus introducing transdisciplinary approaches to knowledge.
- ❖ The Junior year clusters would consist of methods/lab courses from one discipline within one division, and with one instructor. These courses introduce students to various methods and methodologies used across divisions to investigate, study, and analyze facts, events, situations, and creative products or performances. A sections would introduce qualitative research and contextualization methods; B sections would introduce quantitative research and assessment methods; C sections would introduce laboratory research and experimentation methods; and D courses would introduce creative expression and performance methods.
- ❖ Students are required to take three classes out of the four in each cluster. Students would choose the 3 divisions that are not the division of their concentration, or their primary co-concentration (no exemptions would be accorded, and co-concentrators would still have to take three classes). Three out of four classes are required in the Sophomore year (GEP 201A, 201B, 201C, or 201D100, GEP 150), and three out of four classes are required in the Junior year (GEP 301A, 302B, 303C or 304D). Interim and Summer intensive GEP 200 and 300 classes could also be offered.
- ❖ All classes will integrate lectures, reading, writing, and discussion components. Classes will meet like all other regular scheduled courses: twice a week, or three times a week, with extra meetings where appropriate for lab or studio sessions.
- ❖ Each cluster course will integrate 3 required "experience" events, 2 of which have to be an "academic experience" and would require a written response (1 page description and 1 page reaction) to be submitted, graded, and saved. The other experience could be either cultural, artistic, or entertainment. Thus a total of 18 experience events (12 of which are "academic") would be required and integrated into the course work of the sophomore and junior years. There will be constant interaction between the 4 clusters: common experiences, activities, events, presentations would bring students in different sections together. Students will be able to choose their required experiences from these common experiences, or the instructors may designate some of these events (e.g., presentations of papers, or guest lecturer, etc.) as the required integrated academic experiences. The Curriculum committee, or its GEP sub-committee, after further study, could designate specific sophomore or junior academic experiences to be integrated into GEP classes.
- ❖ All sophomore cluster courses should be capped at 30 students; junior clusters will have less students in lab or studio sections, but more students could be enrolled in quantitative and qualitative sections, depending on demand and capacities. 4 or 5 sections from each division could be offered to accommodate

all students, in the sophomore years, although the number of offerings will vary in the junior year, by the time students would have declared and stuck to a concentration or co-concentrations. The number of sections offered from each division would depend on needs, and this where traditionally “service” departments may find themselves more engaged than others in offering GEP sections. Some sections may be offered more than once.

- ❖ At the end of the junior year, students would have adequately fulfilled “understanding the world” goals, and will be well prepared to “engaging with the world.”

## CLUSTER YEARS GOALS:

### Understanding the World

Students will learn to think critically, communicate effectively, and solve problems creatively, by acquiring intellectual, practical, and integrative skills.

They will examine the different questions and methods of the arts, humanities, and natural and social sciences. They will gain skills in verbal and nonverbal methods of communication. Students will learn to interpret, synthesize, and adapt knowledge and skills to different situations, thus preparing themselves for an informed engagement with the world. This goal includes the skills of

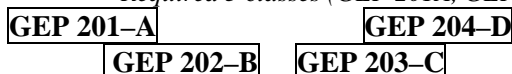
- ☼ reading, interpreting, analyzing, contextualizing, and evaluating information
- ☼ writing, speaking, presenting, and expressing forms of organizing concepts and effectively communicating them to others
- ☼ understanding and employing quantitative and logical reasoning and literary and artistic expression
- ☼ developing information literacy by using technology for both research and communication
- ☼ critiquing, synthesizing, adapting and applying established ways of knowing and of understanding

## SOPHOMORE YEAR

### General Description:

Multi-disciplinary historical survey classes, conveying the development of systems of thoughts and practices within specific contexts—thus revealing transdisciplinary approaches to knowledge.

*Required 3 classes (GEP 201A, GEP 202 B, GEP 203 C or GEP 204 D)*



4 201A sections, 2 instructors, A: Humanities (4x30)    A: historical surveys from at least 2 Humanities  
 4 202B sections, 2 instructors, B: Soc. Sci. (4x30)    B: historical surveys from at least 2 Soc. Sci.  
 4 203C sections, 2 instructors, C: Nat. Sci. (4x30)    C: historical surveys from at least 2 Nat. Sci.  
 4 204D sections, 2 instructors, D: Arts (4x30)    D: historical surveys from at least 2 Arts  
 Theory/Survey courses, IDS within division    3 courses from outside main concentration’s division

*Interaction between 4 clusters: common experiences, activities, events, presentations*

\* Rare exemptions of one GEP 200 level course could be considered in cases of co-concentrations across divisions (and a required level of achievement in the concentration of the discipline in question, e.g., a GPA of 2.75 or higher); in that case, a co-concentrator across divisions would only take 2 GEP 200-level classes.

### Some Examples of courses:

The following courses could be combined with other courses within their division, as an adapted survey course for GEP students (and not concentrators)—the breadth of knowledge needs to be balanced with the depth of understanding of the significance and overall relevance to the human historical record and the contexts within which such theories/creative expressions flourished. Two disciplines from within the division will combine their surveys into a manageable introduction that

would convey a historical overview of facts, statements, events, theories, analyses, creative products and performances. These historical surveys need not be as comprehensive as the ones offered to concentrators, thus the combination of two existing courses should highlight some very important markers (these markers could be changed every time the course is offered) that would reveal the significance of the discipline and its specific interest. The combination of the two disciplines, and the historical and social contextualization would introduce students to transdisciplinary approaches to knowledge.

**201A**

ENG 201, 202, 210, 235, 270, 355, 356, 357, 366, 368, 372, 373, 374, 384, 385, 386; ENG 250, 320, 321;  
 HIS 101, 122, 133, 135, 141, 142, 212, 224, 251/252, 261, 262, 361/362, 370, 371, 372; LAS 224, 235, 259;  
 PHI 130, 202, 210, 212, 213, 216;  
 REL 151, 152, 253, 255, 231, 261, 262, 267, 268;

**202B**

ECO 100, 105, 201; EDU 303;  
 POS 202, 205, 206, 315, 334;  
 PSY 100, 106, 250, 355;  
 SOC 101, 201, 230, 240, 261, 262, 335; ANT 204, 270;

**203C**

BIO 101/102, 190, 203, 311;  
 CHE 100 (w/out lab), 103 (w/out lab), 200;  
 PHY 251, 340, 44; OPT 362;

**204D**

ART 105, 106, 107, 253, 254, 255, 256, 357 or 358; DIG 201, 265; VMD 104, 204;  
 THR 235, 288, 289, 388, 389;  
 MUS 113, 120, 122, 125, 302, 307, 308;

**JUNIOR YEAR**

**General Description:**

Courses introducing various disciplinary methods of analysis and investigation of facts, events, situations, objects and products of creative expression and performance.

*Required 3 classes (GEP 301A, GEP 302 B, GEP 303 C, or GEP 304 D)*

**GEP 301-A**

**GEP 304-D**

**GEP 302-B**

**GEP 303-C**

301A sections, 1 instructor, A: Humanities

Methods: qualitative research/contextualizing

302 B sections, 1 instructor, B: Soc. Sci.

Methods: quantitative research/assessment

303 C sections, 1 instructor, C: Nat. Sci.

Methods: laboratory research/experimentation

304D sections, 1 instructor, D: Arts

Methods: creative expression/creativity

Methods/Labs courses, one discipline

3 courses from outside main concentration's division

*Interaction between 4 clusters: common experiences, activities, events, presentations*

\* Rare exemptions of one GEP 300 level course could be considered in cases of co-concentrations across divisions (and a required level of achievement in the concentration of the discipline in question, e.g. a GPA of 2.75 or higher); in that case, a co-concentrator across divisions would only take 2 GEP 300-level classes.

**Some Examples of courses:**

The following courses could be combined with other courses within their division, as a practical methodological introduction for GEP students (and not concentrators)—the breadth of knowledge needs to be balanced with the depth of understanding of the significance and overall relevance of such methods/creative expressions to contemporary modes of analysis, evaluation, and understanding..

**301A QUALITATIVE**

ENG 225, 301, 352, 354, 380;  
HIS151, 152, 207, 211, 215, 220, 270, 275, 311, 312, 322  
PHI 150, 203, 204, 225, 228, 250, 260, 270;  
REL 141, 142, 244, 245, 249, 250, 251, 263, 269, 273, 279;

**302B QUANTITATIVE**

ECO 207; MAT 110, 316;  
POS 207;  
PSY 200, 201, 395;  
SOC 241, 341;

**303C LAB**

BIO 201/202, 300, 304, 323;  
CHE 100, 103, 207, 208, 323, 324, 325, 326;  
PHY 101, 201; OPT 261;

**304D STUDIO**

ART 101/102, 103, 112, 113, 114, 215 216, 265;  
MUS 135, 211, 303, 304;  
THR 150, 219;

### **III- SENIOR YEAR & DISTRIBUTION REQUIREMENTS:**

#### **Goals, Objectives, and Structure**

- ❖ The combined goal of the senior year and the distribution requirement is to integrate three kinds of learning: a) experiential learning, project-based learning, and reflective learning, all the while preparing students to combine learning with global and social awareness and ethical engagement.
- ❖ Student are required to complete an experiential learning component of the GEP by the senior year, and by the Interim before the last semester at the latest.
- ❖ The model requires an “experiential learning” component to be completed by the second semester of the senior year, and upon which the Senior Capstone work is based.

- ❖ The experiential learning component could consist of a travel abroad study program (minimum of two weeks interim program up to one semester or one year program), or a pre-approved (by the curriculum committee or its GEP sub-committee) advanced research project supervised by a faculty member, such as an ACRE project or an advanced independent study research or experiment project (outside of one’s concentration), or a pre-approved (by the curriculum committee or its GEP sub-committee) and faculty-supervised service learning project, student teaching, on-or off-campus internship, on- or off-campus creative expression/performance project, etc. As described above, this “senior experience” could either be accorded credit or not, depending on the nature of the experiential learning. GEP 400 could be a 4-credit course in exceptional circumstances (specifically designed and pre-approved advanced research project, internship, volunteerism, service learning, or other or activity without instituted credit-granting), or it could be a non-credit course that is satisfied when one other instituted credit-granting course is successfully completed (see list below of what existing courses would satisfy GEP 400) or when a pre-approved travel abroad or a pre-approved ACRE are completed, for example. GEP 400 completion requires a written report (both a description and a reflection) about the senior experience, that would facilitate the work of the senior capstone.
- ❖ The Senior Capstone seminar will require a reflective paper that engages with a description and reflection upon the experiential learning senior experience as well as on the experience events and the overall academic experience.
- ❖ The senior capstone will require a written work to be submitted that addresses in detail, through description and reflection, the experience entitled “Senior Experience,” along with other descriptions and reflections on experiences, and an overall description and reflection on one’s academic career. The written part of the project would be the major requirement of the senior capstone, along with oral in- and out-of class individual presentation.
- ❖ At the end of the senior year, and after completion of the distribution requirements, students would have adequately fulfilled “engaging with the world” goals.

## SENIOR YEAR & DISTRIBUTION REQUIREMENTS GOALS:

### Engaging with the World

Students will understand cultures as well as the differences within and among them. They will learn different perspectives on ways of living and relating to the world and recognize the importance of social and ethical engagement in a local and global context. This goal includes

- ☼ exploring the history, creative products, beliefs and ideas of different cultures in the United States and around the world
- ☼ exploring intensively at least one other culture through the study of a foreign language
- ☼ fostering discernment and making informed choices between alternative positions and perspectives
- ☼ developing an understanding of ethical values and social and global responsibilities that will inform their engagement with self and others
- ☼ reflecting on the impact that their actions and choices have on the world

## SENIOR YEAR

### General Description:

The senior year integrates three kinds of learning: a) experiential learning, b) project-based learning, and c) reflective learning.

*Required 2 classes (GEP 400 and GEP 450)*

### GEP 400-Senior Experience

### GEP 450-Senior Capstone

[Non-credit or credit]

To be fulfilled by Senior year, by the Interim at the latest

*Experiential Learning:* Travel Abroad, OR  
Advanced Research or Creative Expression Project  
(adv. ind. Stud., ACRE, etc.)

Seminar format - plus academic support and advising  
Class: write a paper describing and reflecting on:  
1) Experiential Learning (senior experience)  
2) All “Academic Experiences” (18 total)

OR Service Learning project  
OR Internship  
OR Teaching Practicum

3) Overall College life and learning experience  
4) Reflection on self, world, ethics and responsibility  
Students will discuss and present their work in class  
Faculty member would organize sessions, direct class  
discussions and presentations, supervise and give feedback (both content and format), guide the  
reflections on self, world, ethics, responsibility  
Academic support: Resumé, career advice; graduation; etc.

Written report is required (description and reflection)

**Some Examples of courses that would fulfill senior experience:**

BUS 382 (w/written report); EDU 214, 407/408, 409/410, 411/412, 420/421(all w/written report);  
ENG 333 (w/written report); EVS 280 (w/written report); VMD 482 (w/written report);  
IDS 275 (w/written report) and IDS 280 (w/written report); FRE 375 (w/written report); SPA 375 (w/written report); POS 399 (w/written report); PSY 401A/401B  
(w/written report); THR 382 (w/written report)

## **DISTRIBUTION REQUIREMENTS**

### **FOREIGN LANGUAGE PROFICIENCY (3 courses, no exemptions)**

**General Description:**

This requirements entail taking 3 foreign language classes that would at least prepare for minimum college level proficiency (101, 102, and 201) but would preferably include advanced classes. No exemptions are allowed; if students bring in the equivalent of 101, 102, or 201, they would be required to take three higher level classes after a placement/assessment exam. Foreign language proficiency is an important component of Albright goals, especially those related to “engaging with the world.” The more advanced classes student take, the better acquainted they are with at least one other “culture.” Cultural experiences would reinforce the “intensive” exploration of a culture through foreign language.

### **CROSS CULTURAL AWARENESS (1 course, no exemption)**

**General Description:**

This requirement would introduce at least two traditions of the following: 1) The Mesopotamian-Pharaonic-Judaeo-Christian-Islamic-Greco-Roman traditions—also known as “Western;” 2) Hindu traditions; 3) Daoist and/or Confucian traditions; 4) Buddhist traditions; 5) pre-colonial North American and/or Meso-American traditions; 6) Pre-colonial African and/or Pre-Christian North European traditions; and 7) Post-colonial African and/or Latin American traditions. Some courses may focus on just one of these traditions, but analyze it in relation to another (such as the predominant “Western” tradition, for example). No exemptions are allowed; students cannot bring in an “equivalent” course. This component is essential to fulfill the Albright goals related to “engaging with the world” and to prepare students to study, understand, and encounter different cultural traditions and values, thus instilling a broader understanding of “ethical values” beyond their parochial identification with “moral or religious values” or with the values of one particular religious or cultural tradition.

**Some Examples of courses that may fulfill the CCA requirement:**

HIS 135, 141, 211, 220, 224; LAS 259, 270, 322; SPA 322; PHI 222; REL 257, 268;

## **GLOBAL INTERDEPENDENCIES (1 course, no exemption)**

### **General Description:**

This requirement would introduce ways of understanding contemporary or past forms of interdependencies between traditions, cultures, nations, and peoples, across space and time, and would highlight the complexity of such interdependencies from different approaches. The course fulfilling this requirement would have to highlight various forces that determine numerous relations between traditions, cultures, nations, and peoples such as economic, political, cultural, or sociological, forces, or other global forces associated with the rise of technology, media and communication, scientific research, consumerism, fashion and trends, etc. No exemptions are allowed; students cannot bring in an “equivalent” course.

### **Some Examples of courses that may fulfill the GI requirement:**

ECO 233, 234, 301, 374; HIS 101, 135, 142, 220, 275, 352; LAS 215, 321; SPA 321, 325  
IDS 273; POS 273, 355; REL 267, 285;

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## **GENERAL EDUCATION PROGRAM REQUIREMENTS** **FOR TRANSFER STUDENTS**

All transfer students (or students not entering as freshmen) would have to take all the GEP requirements of their class level, but they should also be required to take certain lower-level GEP courses that they missed. The following are suggested supplementary requirements of lower-level GEP courses for transfer students. These required GEP courses could also be offered especially for transfer students in intensive interim or summer programs (but students could also take regularly offered GEP courses).

- |   |   |
|---|---|
| ✚ Transfer students at the <b>beginning of the sophomore year</b> | <b>GEP 150</b><br>(theme outside own division)  |
| ✚ Transfer students in the <b>middle of the sophomore year</b>    | <b>GEP 150</b><br><b>2 GEP 200 classes</b><br>(themes outside own division)                         |
| ✚ Transfer students at the <b>beginning of the junior year</b>    | <b>GEP 150</b><br><b>1 GEP 200 class</b><br>(themes outside own division)                           |
| ✚ Transfer students in the <b>middle of the junior year</b>       | GEP 150<br><b>1 GEP 200 class</b><br><b>2 GEP 300 classes</b><br>(themes outside own division)      |
| ✚ Transfer students at the <b>beginning of the senior year</b>    | <b>GEP 150</b><br><b>1 GEP 200 class</b><br><b>1 GEP 300 class</b><br>(themes outside own division) |

# **ACADEMIC PLACEMENT AND POST-ADMISSIONS PREPARATION**

**[Remedial /Developmental Programs]**

## **GENERAL EDUCATION PREPAREDNESS**

### **ACADEMIC SUPPORT**

Placement Tests for all freshmen/transfers besides SATs:

**Writing/Reading**

1 & 2

**Quantitative/Analytical**

3 & 4

**Computer Literacy/Information Technology**

5 & 6

### **PREP CLASSES**

All freshmen/transfers scoring low would take:

**ENGLISH 001**

**MATH 001**

or

**MAT 100**

**COMP. SCIENCE 001**

or

**IST 100**

Tests and classes would be developed by Academic Support with the help of Faculty and Departments

## **FOREIGN LANGUAGE STUDY PREPAREDNESS**

### **ACADEMIC SUPPORT**

Placement Tests for all freshmen/transfers to assess their foreign language proficiency; no external test would replace:

**Writing/Reading**

1 & 2

**Oral Comprehension**

3

**Oral Expression/Discussion**

4

### **PREP CLASSES**

All freshmen/transfers scoring very low (thus not prepared to take 100 levels) would take:

**SPA 001**

or

**FRE 001**

or

**Foreign Language X 001**

Tests and classes would be developed by Academic Support with the help of the faculty of the Department of Foreign languages

# GENERAL EDUCATION PROGRAM (GEP) OUTLINE

## **FRESHMAN YEAR**

*Required 2 classes (GEP 100, GEP 150)*

Thematic introductory explorations of academic inquiry, with focus on writings and academic skills

### **GEP 100–Freshman Seminar 1 (sec. A, B, C)**

10 A sections, 1 instructor, A: Hum/Art (18x10)  
 10 B sections, 1 instructor, B: Soc. Sci. (18x10)  
 10 C sections, 1 instructor C: Nat. Sci. (18x10)  
 1 writing/academic skills teacher  
 1 peer/student mentor  
 4 class mtgs: 2 lect/fac, 1 writing/skills, 1 peer

### **GEP 150–Freshman Seminar 2 (sec. A, B, C)**

15 ABC classes (15x36), 5 of each section  
 3 inst. from A, B, and C (IDS); 1 writing inst.  
 A themes: 5 GEP 150A: from GEP 100 B + C sections  
 B themes: 5 GEP 150B: from GEP 100 A + C sections  
 C themes: 5 GEP 150C: from GEP 100 A + B sections  
 4 class mtgs: 2 lect/fac, 1 disc, 1 writing/skills

## **SOPHOMORE YEAR**

*Required 3 classes (GEP 201A, GEP 202 B, GEP 203 C or GEP 204 D)*

Historical survey classes, conveying the development of systems of thoughts and practices within their context

### **GEP 201–A**

### **GEP 204–D**

### **GEP 202–B**

### **GEP 203–C**

4 201A sections, 2 instructors, A: Humanities (4x30)    A: historical surveys from at least 2 Humanities  
 4 202B sections, 2 instructors, B: Soc. Sci. (4x30)    B: historical surveys from at least 2 Soc. Sci.  
 4 203C sections, 2 instructors, C: Nat. Sci. (4x30)    C: historical surveys from at least 2 Nat. Sci.  
 4 204D sections, 2 instructors, D: Arts (4x30)        D: historical surveys from at least 2 Arts  
 Theory/Survey courses, IDS within division        3 courses from outside main concentration's division  
*Interaction between 4 clusters: common experiences, activities, events, presentations*

## **JUNIOR YEAR**

*Required 3 classes (GEP 301A, GEP 302 B, GEP 303 C, or GEP 304 D)*

Disciplinary methods of analysis and investigation of facts, events, situations, objects, and products of creative expression/performance

### **GEP 301–A**

### **GEP 304–D**

### **GEP 302–B**

### **GEP 303–C**

301A sections, 1 instructor, A: Humanities            Methods: qualitative research/contextualizing  
 302 B sections, 1 instructor, B: Soc. Sci.            Methods: quantitative research/assessment  
 303 C sections, 1 instructor, C: Nat. Sci.            Methods: laboratory research/experimentation  
 304D sections, 1 instructor, D: Arts                Methods: creative expression/creativity  
 Methods/Labs courses, one discipline            3 courses from outside main concentration's division  
*Interaction between 4 clusters: common experiences, activities, events, presentations*

## **SENIOR YEAR**

*Required 2 classes (GEP 400 and GEP 450)*

Experiential learning, project-based learning, and reflective learning combined with global and social awareness and ethical engagement

### **GEP 400-Senior Experience**

### **GEP 450-Senior Capstone**

[Non-credit or credit]

To be fulfilled by Senior year, by the Interim at the latest

*Experiential Learning:* Travel Abroad, OR  
Advanced Research or Creative Expression Project  
(adv. ind. Stud., ACRE, etc.)

OR Service Learning project  
OR Internship  
OR Teaching Practicum

Seminar format - plus academic support and advising

Class: write a paper describing and reflecting on:

- 1) Experiential Learning (senior experience)
- 2) All "Academic Experiences" (18 total)
- 3) Overall College life and learning experience
- 4) Reflection on self, world, ethics and responsibility

Students will discuss and present their work in class

Faculty member would organize sessions, direct class

discussions and presentations, supervise and give feedback (both content and format), guide the reflections on self, world, ethics, responsibility

Academic support: Resumé, career advice; graduation; etc.

Written report is required (description and reflection)

### **SUMMARY: 9/10 required GEP courses + 3 required FL\* + 2 other\*\* courses = 14/15 courses**

\* Foreign language proficiency placements will be developed/administered by Academic support, with the help of the foreign languages dep. and faculty; no exemptions will be accorded for 3 foreign language courses, even though transfer courses could be accepted; cultural experiences support FL reqs.

\*\* "Other" courses include specific courses dealing with "Cross Cultural Awareness" and "global interdependencies."