



MOREHOUSE COLLEGE

# GENERAL EDUCATION

*A new, heritage-based, distributive, and integrative model*

A PROPOSAL TO THE  
FACULTY



*Over the heads of her students,  
Morehouse holds a crown  
that she challenges them  
to grow tall enough to wear.*

HOWARD THURMAN '23

*educator, minister, theologian, philosopher, author, mystic*

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*[People] think that education should equip them with the proper instruments of  
exploitation*

*so that they can forever trample over the masses.*

*Still others think that education should furnish them with noble ends rather than means  
to an end.*

*It seems to me that education has a two-fold function to perform in the life of man and in  
society:*

*the one is utility and the other is culture.*

*Education must enable a man to become more efficient,  
to achieve with increasing facility the legitimate goals of his life.*

*Education must also train one for quick, resolute and effective thinking.*

...

*Education must enable one to sift and weigh evidence,  
to discern the true from the false, the real from the unreal, and the facts from the fiction.*

*The function of education, therefore, is to teach one to think intensively and to think  
critically.*

*But education which stops with efficiency may prove the greatest menace to society.  
The most dangerous criminal may be the man gifted with reason, but with no morals.*

...

***We must remember that intelligence is not enough.  
Intelligence plus character--that is the goal of true education.***

***The complete education gives one not only power of concentration,  
but worthy objectives upon which to concentrate.***



MARTIN LUTHER KING, JR.

“The purpose of education”

*Maroon Tiger, 1947*

# RATIONALE FOR CHANGE & VISION FOR THE FUTURE

The mission of Morehouse College is to

*develop men with disciplined minds to lead lives of leadership and service by emphasizing the intellectual and character development of its students and by assuming a special responsibility for teaching the history and culture of black people.*

Moreover, "Morehouse challenges itself to be among the very finest liberal arts institutions in the world." The proposed framework for a new general education curriculum at Morehouse will help the College become more effective in meeting each component of this mission. At the same time, the proposal addresses several shortcomings of the current program that create challenges for Morehouse to attract some students and to help most students complete the program in a timely manner.

The current general education program is quite large and inflexible. The extant general education curriculum requires students to complete 47-53 credit hours (See [Appendix 1](#)). That number reaches 59 credit hours for students who are placed in beginning-level modern foreign language courses, and can balloon to over 65 credit hours for those who require remedial support in math and English. In fall 2014, a majority of the incoming freshman class fell into this category. In addition, some requirements lack flexibility. In the case of the world history, world literature, biology, philosophy, religion, art, and physical science requirements, students have little or no choice of what course they want to take. Also, two semesters of physical education are required of all students, including student athletes and ROTC students. With this size and degree of rigidity, the requirements can make it hard for students to transfer to the college, study abroad, pursue minors, or take elective courses that promote their personal or career interests.

It also encumbers students who want to change majors. When students are faced with 59 credit hours of general education coursework *and* requirements for the major, which average around 50 credit hours, students simply do not have much room to change majors. Even still, student change major at a high rate. The 2015 exit survey of graduating seniors reports that 36% of students changed majors once and 11% changed majors twice. And of the top ten reasons students gave for graduating in more than four years, changing majors ranked second. Changing majors and completing a large general education program ultimately lead many students to spend more than four years at the College. The added time associated with these obstacles ultimately creates additional expense for the students and to the College.

The general education program also needs to clarify its learning outcomes. P. 57 of the 2013-2015 College Bulletin states,

*The general education program requirements are intended to produce learning outcomes in critical thinking, analytical abilities and problem-solving; citizenship; communication; ethical judgment and behavior; knowledge of the natural world; leadership; the*

*understanding of social institutions; aesthetic experience; the African-American experience; philosophy and religion; and the interdependence of nations and cultures.*

This assortment of topics, sensibilities, and skills does not meet the current national standards for clear student learning outcomes.

In addition, the College states that it assumes "a special responsibility for teaching the history and culture of black people." The current curriculum does so principally through its world history requirement. All students must take HHIS111-112, defined in the catalog as the "study of selected topics in the history of civilizations, with an emphasis on the modern world. One-third attention given to the United States, including the African-American experience; one-third attention given to Europe; one-third attention given to Africa" (p. 130). Students may also take courses on the African-American experience to fulfill their music, art, and social science requirements. These requirements and options do not have the level of concentration and intentionality needed to ensure that students are learning a subject that is clearly mandated in the first paragraph of the College's mission statement.

This proposal addresses these problems and provides a framework for a new general education program at the College. The framework adheres to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) program requirements, the mission of the College, the unique needs of our student body, and best practices as outlined by the Association of American Colleges and Universities (AAC & U). The proposed changes would also bring Morehouse into closer alignment with our peer institutions in the Associated Colleges of the South (ACS).

SACSCOC spells out the standards for general education programs for the bachelor's degree (See [Appendix 2](#)). The accrediting agency requires general education programs to be substantial, broad, and coherent. More specifically, students must take a minimum of 30 credit hours of general education coursework. They must take at least one course in the humanities/fine arts; one course in mathematics/science; and one course in the social sciences. And courses that "narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" cannot count as general education courses. Our proposed distribution areas comply with and go well beyond SACSCOC requirements for breadth and substance.

The changes to the general education curriculum will also more clearly link the program to the mission of the College, thus bringing greater coherence to the program. This will be done through the "Crown Forum/Drum Major Experience" First Year Seminar. The First-Year seminar is an integrative learning experience grounded in Dr. King's call to service in his "Drum Major Instinct" speech and the College's mission to teach black history and culture. Students will be required to complete two seminar courses with a Black Life History and Culture designation. Students will also be required to attend Crown Forum sessions with the seminar instructor and integrate the ideas into the course. They will also be required to engage in service-learning projects. In so doing, they will build character, gain experience to "lead lives of leadership and service," and apply the lessons they learn in the classroom and through Crown Forum sessions to address real world problems of inequity and injustice.

In designing this curriculum, particular attention has been given to the unique characteristics and needs of the Morehouse College student body. When surveying faculty about what the program needs to do, two outcomes rose to the top: the faculty want our students to become more effective

writers and critical thinkers as a result of completing the program. As a consequence, the current English composition requirement will be reorganized, with the first semester focusing on English composition and mechanics and the second semester focusing on “critical” writing. Students will also take two, one-credit English writing lab courses to enhance the writing that they do in their other courses.

This proposal takes into account trends and best practices in the area of general education. First, the new program incorporates AAC&U’s LEAP Learning Outcomes. They define a 21st century liberal education as one where students will (1) develop academic skills by practicing them across the curriculum; (2) acquire knowledge by focusing on big questions; (3) develop personal and social responsibility through engaged learning experiences; and (4) integrate learning through application and problem solving. The six student learning outcomes for the new Morehouse College program are listed in the section below and clearly link to what is happening in the state of the field. It will be expected that students will progress toward multiple learning outcomes in all of their general education courses. The change to these six learning outcomes will also bring greater coherence to the program and establish the groundwork for assessment.

AAC&U has identified a set of high-impact practices that promote student learning. In particular, service-learning projects, learning communities, undergraduate research, and first or second-year seminars tend to deliver better outcomes than traditional, content-driven practices. With this in mind, we are proposing the Crown Forum/Drum Major Experience Seminar that is described above.

We further hope that the general education program will eventually help empower students to go beyond end use of digital technology. We will continue to work to define and adopt a “coding across the curriculum” requirement, through which students will learn how to not just *use* technology but *manipulate* the technologies relevant to a discipline. We are currently not including this element into the general education curriculum but expect that it will be considered in future iterations. We expect the need for this skill to grow over time and to be an important addition.

The design of this general education framework draws upon yet goes beyond precedents set by other Associated Colleges of the South (ACS) schools. Most ACS schools have adopted a distributive model of general education. On average, they require students to take modern foreign language through the equivalent of our 201 or 202, physical education, and 9-12 distribution area courses. This proposal represents a similar, more broad-based distribution model than what we currently have. However, the new curriculum will go beyond the normal distribution model. Through our unique pedagogy and requirements, we will require students to demonstrate *integrative* learning. How they will do so is the substance of this proposal and described below.

The development, assessment, and ongoing improvement of the general education program requires a new standing General Education committee. This will need the approval of the Curriculum and Education Policy Committee (CEPC), the Faculty Council, and the whole faculty through an amendment of the bylaws. It is proposed that this committee be recommended by the Provost and consist of three members from each division. The director of general education will be a (full, voting) ex-officio member and chair the committee. The committee will report to the CEPC. The charge of the committee will be to study the state of the field; recommend program-related policies and procedures to the CEPC; determine how existing courses fit in the new framework; review new

course proposals for inclusion into the program; oversee resources for the program; address problems in program implementation; assist with the assessment plan for the program; and perform other work relevant to the functioning and continued development of the program. In the interim, an ad hoc committee has been selected to do this work until a standing committee can be determined.

This moment presents a ripe opportunity for the College to enhance and reinvigorate its curriculum. The framework creates the space for ongoing curriculum development, assessment, and improvement. It offers room for students to explore perennial questions, and it also opens up new academic vistas. It is designed to foster interdisciplinary collaboration. By incorporating the demands of the College's mission, student needs, and best practices, this program will be a marked improvement over the current one.

# STUDENT LEARNING OBJECTIVES

We envision a program that grounds students in African and African diasporic heritage while empowering students to integrate knowledge and skills from their academic and co-curricular experiences. We want students to become active participants in their own learning—to exhibit *agency*. This means that the general education program we propose for Morehouse should be distinctive in its deliberate use of texts, examples, perspectives, and principles by and from black people across time and from Africa and the African Diaspora. We want student to explore themes of social justice, equity and protest across various disciplines. We also want students to demonstrate breadth of learning and develop critical intellectual skills. We see general education as a starting point for life-long work that students will continue as they pursue their majors, graduate from Morehouse and go out into the world. We believe that what we are proposing here provides the appropriate framework for accomplishing just this.

Success begins with identifying and codifying the right blend of student learning objectives. These objectives become the foundation on which the rest of the general education program is built. As a result of completing the general education program, learners will be able to:

## DEMONSTRATE INTEGRATIVE LEARNING IN BLACK LIFE, HISTORY, AND CULTURE

- » analyze the history and culture of Africa and the African Diaspora through multiple disciplines and critical perspectives, including but not exclusive to African-centered models;
- » understand the diverse experiences, patterns, philosophies, theories, and ways of knowing pertaining to Africa and the African Diaspora
- » integrate ideas, knowledge, and practice within the context of black life, history, and culture

## COMMUNICATE EFFECTIVELY

- » present ideas effectively and persuasively using writing, speech, and digital and emerging media;
- » show patience and discipline to absorb others' perspectives and ideas and to respond thoughtfully and professionally.

## PRACTICE ETHICAL LEADERSHIP AND GLOBAL CITIZENSHIP

- » appreciate cultural diversity, including the impact and contributions of other peoples;
- » demonstrate knowledge of other communities, cultures and nations
- » analyze and evaluate global issues;
- » show familiarity with the principles of ethics and justice from different traditions;
- » work toward a greater good in a range of contexts and with integrity.

## IDENTIFY, EXPLORE, AND SOLVE PROBLEMS

- » use different disciplines to identify issues in society worthy of challenge;
- » think critically, innovatively, and responsibly to question and challenge those issues;
- » work collaboratively and creatively to develop solutions.

## DEMONSTRATE BREADTH AND INTEGRATION OF LEARNING

- » be well-versed in the knowledge, ideas, big questions, and methods of discovery across a variety of disciplines;
- » understand the relationship between and integrate knowledge, ideas, and methodologies from the arts, humanities, science and math, social sciences and business;
- » demonstrate mastery of and a capacity to continue to learn technologies, tools and contemporary techniques for inquiry and analysis.

## ENGAGE IDENTITY AND EQUITY

- » engage issues of identity—race and gender; sexuality; belief systems and religion; nationality; class; and others—both in self and in others;
- » use theory to inform life experiences and vice-versa;
- » examine constructs of identity with rigor and emotional intelligence, all in the context of understanding and achieving equity.

Students are *introduced* to these goals in the general education curriculum, but it is our expectation that students will continue to develop higher levels of competency of each of these learning objectives within majors, minors, and co-curricular experiences such as service learning, study abroad, internships, and mentored apprenticeships. We encourage every program and area of study, as well as all co-curricular programs, to revisit their curricula and activities and ensure alignment with these same learning objectives.



# THE PROGRAM DEFINED: SKILLS, AREAS & DESIGNATIONS

Students are expected to achieve proficiency in the six learning objectives that we have identified by completing general education requirements in three overlapping categories. We have named these categories **skills**, **areas**, and **designations**, recognizing that these are far from complete. Still, they help us to organize the curriculum, both for us as a faculty, and even more importantly, for students.

We anticipate that this curriculum will expose students to a breadth of knowledge, opportunities to work in transdisciplinary and cross-disciplinary ways, and develop the tools to see and work through problems using many disciplinary lenses. A critically important feature of the curriculum is the Black History, Life and Culture designation, which will be take the form of writing-intensive seminars that incorporate both service-learning and some of the Crown Forum requirement.

## SKILL: WRITING

Educating students in writing has a long and important history at HBCUs and at Morehouse in particular. Hugh Gloster '31, president of Morehouse College immediately following Benjamin Elijah Mays, from 1967 to 1987, was the founder of the College Language Association (CLA) at a time when Black people were not permitted to fully participate in MLA activities. The CLA is but one example of our rich, complex, and writing tradition. This proposal builds upon that past work, recognizing that in today's world, every discipline and every path students take after they leave Morehouse requires a level of proficiency in writing.

We propose that the general education writing requirement consist of the following components:

- » **Initial Assessment and Placement:** The particular tools we use to assess students may vary, but we will always use some information to take stock of where students are. This will be done for two reasons. First, we will use the results to ensure that students are placed into the level of work most appropriate for their development. Second, we will use the initial assessment as a marker against which we can measure to track progress over time, particularly as students complete their writing within the general education curriculum.
- » **Composition:** We anticipate that every first-year student will engage in composition work. Some may be more advanced than others, but every student will be required to take some level of composition. Students will be asked to engage in exposition, argumentation, and critical analysis; and they will explore a variety of perspectives, focusing notably on the work of authors within the African diaspora. Composition will be a prerequisite for Critical Writing.
- » **Critical Writing:** Students will complete a more advanced writing course focused on writing in the context of "research." This course is one that can be taught outside of the English department.
- » **Writing Intensive Seminars:** BLHAC Seminars...
- » **Writing Labs:** Support of writing and bridge to writing across the curriculum...

- » **Portfolio and Post-Assessment:** students should maintain a portfolio of their writing. Ultimately, we will use their initial work and writing at key stages (e.g. after completion of their last BLHAC writing seminar) to inform students (and us) of their progress in writing.

## SKILL: LANGUAGE

Learning a foreign language is critical to attaining the College's mission and for our students to become global citizens. The Partnership for 21<sup>st</sup> Century Learning and the National Education Association stress how important it is for students to develop global competence by learning languages. At Morehouse College, learning languages will require that students

- » **Communicate effectively in a variety of situations**
- » **Develop intercultural competence**
- » **Make connections with other disciplines and perspectives**
- » **Apply language skills to academic and real-world settings**
- » **Participate in a broader world of multilingual communities in the United States and abroad.**

To fulfill the general education requirement, students must reach the level of Intermediate Low in a foreign language, as established by the American Council on the Teaching of Foreign Languages (ACTFL). Students can demonstrate this level of proficiency by completing a language course at the 201 level or by:

- » **Taking the ACTFL Oral Proficiency Examination and earn a minimum score of Intermediate Low**
- » **Earning a score of 4 on the AP Spanish, French or German Examination**
- » **Passing a CLEP Level 2 examination with a score of 63 or higher**
- » **Graduating from a high school with a Seal of Biliteracy**
- » **Holding an International Baccalaureate high school diploma.**

## SKILL: MATHEMATICAL AND QUANTITATIVE LITERACY

In today's world, there is a growing need for the ability to work with numbers, quantities, and data sets in systematic ways. This is an essential skill and fulfillment of this requirement will equip students to:

- » **Use the tools of mathematics to represent, analyze, and solve problems involving quantitative information**
- » **Estimate, deduce, and infer quantitative conclusions using the systems, ideas, and theories of mathematics or statistics**
- » **Understand the limits of quantitative evidence to draw conclusions**

- » **Communicate concisely and coherently quantitative information, analysis and conclusions**

## AREA: ARTS & LITERATURE

The Arts hold a special place in the human experience. In this area, students will explore how artistic expression and the creative process can bring about disruptive and innovative solutions. Art has the power to express ideas, feelings, and conditions of humanity in ways that are deeply moving; can capture the history and culture of a people; and is one of the most fundamental creative acts, one that has utility but is certainly not bound by function. Completion of work in this area will necessarily include at least one of the first two:

- » **Analysis/critique and history:** how to understand works and the contexts in which they are produced
- » **Creation/Performance:** the production or performance of art in some measure
- » **Allowable areas: visual, music, performing, spoken, literary, story-telling, and multimedia**

## AREA: ETHICS & IDEAS

President Benjamin E. Mays claimed that Morehouse College provided “*an education with a social conscience, a social concern; science has made the world a neighborhood, it is up to us—leaders in education and religion—to make it a brotherhood.*” Similarly, Martin Luther King, Jr. insisted: “*intelligence plus character, that is the purpose of education.*” Honoring this unique legacy, students taking courses and seminars in this area will critically examine and intensely explore big ideas or ultimate questions and ethical systems, whether philosophical or religious, or both, within a global context. Students will be asked to:

- » **Earnestly engage in the critical analysis of arguments and evidence, in part through deep and close reading of texts**
- » **Engage big questions of humanity—questions on: the meaning of life, the limits of knowledge, life and death, and much more**
- » **Explore how people have searched for and found meaning**
- » **Examine various ethical systems and how one assesses right and wrong**
- » **Explore sacred writing and wisdom traditions; and how people rely on, draw from, find, use what is larger than them—the transcendent**

## AREA: SOCIETY & CULTURE

To be human is to live within larger social and community contexts. The courses in this area are designed to help students develop a greater sense of their connection to the larger social world. Courses in Society & Culture, will help students develop the ability to explain how social forces shape the human experience.

Students will examine key social theories, study methods of investigating social problems, and apply these theories and methods to specific social or historical contexts. Students will:

- » **Seriously engage with identity & equity**
- » **Use quantitative and/or qualitative analysis to explore social issues**
- » **Understand the forces/powers that shape the human experience**
- » **Put things into a global context**
- » **Examine either long time scales or go in depth into an important period**
- » **Explore people, ideas, social relations, culture(s), or civilization(s)**
- » **Use primary sources**
- » **Engage issues of identity—race and gender; sexuality; belief systems and religion; nationality; class; and others—both in self and in others**

## AREA: SCIENTIFIC DISCOVERY

Students will be required to take two discovery-based science courses as an introductory level or upper-division course, engaging in ways that both cover content material and demonstrate how scientists work. The courses that fulfill this requirement must provide each student with an authentic scientific discovery, research immersion experience in a laboratory or studio format. Students will:

- » Perform the experimental scientific process by designing and conducting experiments.
- » Analyze data and draw conclusions from raw data
- » Communicate findings in writing, visually, and orally
- » Demonstrate knowledge of the natural world
- » Apply scientific concepts to real world problems

## DESIGNATION: CROWN FORUM

Howard Thurman stated that “Over the heads of her students, Morehouse holds a crown that she challenges them to grow tall enough to wear.” Students will be inspired to grow tall enough to wear this crown by attending and reflecting on a range of Crown Forum experiences.

- » **Drum Major Instinct:** speakers who evoke the College's mission of **social justice** in the context of black life, history and culture
- » **Common set of readings:** potentially one or two books that unify the work in some way
- » **Integration with BLHAC**

## DESIGNATION: BLHAC (BLACK LIFE, HISTORY, AND CULTURE)

Consistent with the mission of the College, students will be required to take courses in Black history and culture. Students will learn about the major ideas, people, cultures, themes, and intellectual traditions in Africa and the African Diaspora. They will also integrate learning through work in the following areas:

- » **The life, history, and culture of black people:** requirement to complete work which positions students to have substantive knowledge and understanding of the history and culture of black people.
- » **Service-learning:** students will have a commitment to engage in service-learning projects to learn through practice the "drum major instinct." The service learning should be informed by the course, by Crown Forum, and be an opportunity to engage in forms of ethical, servant leadership.
- » **Writing-intensive:** these should be designed as writing intensive seminars that engage and utilize the support of writing labs.
- » **Crown Forum:** seminars should increase the level of student engagement with Crown Forum and lay a sound foundation for students to remain engaged with Crown Forum after the first year.
- » **Identity:** race and manhood in particular should be addressed as part of this work.
- » **Integrative:** should be a space for some of the integrative work to be done.

## DESIGNATION: **HEALTH & WELLNESS**

There is a critically important relationship between intellectual development and taking good care of your physical self. As such, we want to ensure that students begin to develop a deep understanding of what it means to be in good physical health, how to do so, and to begin to engage in practices that ensure good physical health. This will necessarily mean both physical activity and learning across areas ranging from food and sleep to understanding data and science around one's physical self, particularly around issues related to Black men. Given this, through this designation, we promote:

- » **Knowledge and Skill:** knowledge of and development of skills in at least one physical activity.
- » **Life-Long Activity:** attention to how the physical activity or some related activity can be maintained beyond College, preferably over a life time along with the development of a perspective on the importance to do so.

# THE PROGRAM STRUCTURE

The general education program consists of a maximum of 48 credit hours. This includes two Health & Wellness credits, which can now be earned by participation in appropriately coached or guided activities. Students must also complete the Crown Forum requirement, which will be explained below.

It is also the case that at least one course can overlap with the major so that the size of the general education core as distinct from the major feels to be more like 45 credit hours. We expect students to be able to complete their general education requirements within three semesters but certainly within their first two years.

What you see below are “points” associated with each requirement. Every credit hour earned in a particular area is a point in that area, but students may earn points in certain areas without earning credit hours. In particular, 40 of the Crown Forum points are not associated with earning any credit hours and the Physical Education may be earned without earning credit hours. Similarly, where there is placement for work done without credit earned, you may still earn points—namely, in language and quantitative analysis.

## CROWN FORUM [60 PTS]

- » **BLHAC Seminar Crown Forum :: 20pts ::** students will earn 10 pts for each successful completion of a BHLAC seminar, with the expectation that they complete two such courses. These 20 points can only be earned through the completion of these seminars. Failure to earn a C or better in the seminar means that the student does not earn the Crown Forum credit associated with the seminar.

BLHAC Seminar students will attend Crown Forum events with their professor and classmates. Seminar students must attend a total of six events each semester. Seminar students must attend all Ceremonial and Mandatory Crown Forum events. Students will complete this requirement by attending Free Elective Crown Forum Functions as determined by the instructor.

- » **Beyond the BLHAC Seminar:: 40 pts:** Beyond the scope of the BLHAC Seminar, students will earn points toward this requirement by attending Crown Forum functions. Students will earn the following points for each event attended:
  - **Ceremonial Crown Forum:: 3pts::** Students will earn three points for attending Opening Convocation and Founder’s Day Crown Forum. Students are expected to attend every semester
  - **Mandatory Crown Forum:: 2pts::** Students will earn two points for attending Howard Thurman Crown Forum, Scholars Day, Senior Day, and
  - **Free Elective Crown Forum :: 1 pt:** students will earn 1pt for attending all other Traditional Crown Forum and Crown Forum after dark events and other possibilities

## HEALTH & WELLNESS [2 PTS]

- » **Health and Wellness :: 2pts ::** at least two 1 credit hour courses or two seasons participating in an approved, coached/guided activity.

## BLHAC [6 PTS]

- » **Two Seminars :: 6pts ::** at least two courses of at least 3 credit hours each.
- » Points can only be earned by either taking the full course at Morehouse, an approved course transferred from an accredited institution, or an approved combination of course and addendum.

## WRITING [8 CREDIT HOURS]

- » **Writing Lab :: 2 Credit Hours ::** at least two 1 credit hour writing labs
- » **Composition :: 3 Credit Hours ::** at least one 3 credit hour composition course.
- » **Critical Writing :: 3 Credit Hours ::** at least one 3 credit hour critical writing course.
- » All points must be earned as credit hours from courses at an accredited college. Students can transfer approved courses, **but cannot use exams to waive this requirement.**

## LANGUAGE [0-9 CREDIT HOURS]

- » **Any Single Language :: 0-9 Credit Hours ::** at least 3 credit hours of language at the level of 201 (which necessarily means having earned or proven proficiency in the equivalent of 6 credit hours at previous levels). All points can be earned either through placement or by transferring appropriate, approved work from another accredited institution.

## MATHEMATICAL AND QUANTITATIVE LITERACY [3-6 CREDIT HOURS]

- » **Math at or below College Algebra :: 3 Credit Hours ::** either by placement or by coursework, at most 3 credit hours of mathematics at or below the level of College Algebra will count toward fulfillment of the general education requirement. This can be earned by placement into a course at a level higher than College Algebra.
- » **Math or Statistics above College Algebra :: 3-4 Credit Hours ::** A student must take at least one 3 or 4 credit hour course that is at the level above College Algebra. This can be a statistics course provided that the math department qualifies the course as being above this level of rigor. This cannot be earned by placement/examination, but can be earned by approved transfer of credit.

## ARTS & LITERATURE [3 CREDIT HOURS]

- » **One course :: 3 Credit Hours ::** Any course of at least 3 credit hours in the area.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit.

## IDEAS & ETHICS [6 CREDIT HOURS]

- » **Two courses in qualifying courses :: 6 Credit Hours ::** These courses must each be in different departments or programs and be in the area of Ideas & Ethics as articulated in the previous section.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

## SOCIETY & CULTURE [6 PTS]

- » **Two courses in qualifying courses :: 6 Credit Hours ::** These courses must each be in different departments or programs and be in the area of Society & Culture as articulated in the previous section.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

## SCIENTIFIC DISCOVERY [8 PTS]

- » **Two Distinct Discovery-Based Science Courses :: 8 Credit Hours ::** two 4 credit hour courses in two distinct departments that have the scientific discovery designation.
- » This cannot be earned by placement/examination, but can be earned by approved transfer of credit if it can be reasonably determined that the course fits the rubric for the area.

## MAJOR “DOUBLE-DIPPING” & DISCIPLINE OVERLAP

Some of the constraints articulated here are also articulated above, but the points below lay out many of the limitations associated with overlap of general education courses both with courses within general education and with courses in a major. Note that students will be required to adhere to all rules and guidelines stated both here and earlier.

- » **Gen Ed and Major overlap not prohibited by Gen Ed ::** We stipulate no guidelines within the general education framework that explicitly prohibits a course counting both for general education and for a major. However, this should be considered in the context of the caveat below.
- » **Consider major requirements ::** majors may require a certain number of courses outside of the discipline of the major. This is independent of general education and students will need to look to the major requirements for guidance on these matters.
- » **No two discovery-based sciences in the same department ::** To fulfill the general education requirement, the two science courses, in addition to having the designation of discovery-based, must come from two distinct science departments in the division—namely, Biology, Chemistry, Computer Science, Physics, and Psychology.

- » **Courses in Arts, Ideas & Ethics, Society & Culture from at least four different departments or programs ::** To fulfill the general education requirement, the five courses required to cover these three areas can overlap in only one department or program.
- » **Courses from that Arts, Ideas & Ethics, Society & Culture and Scientific Discovery from at least six different departments or programs::** There could conceivably be discovery-based science courses that fit into the area of Society & Culture or Ideas & Ethics. Should that be the case, this constraint is to limit the overlap in departments across these collection of areas, not just within the collection of areas.

## BREADTH OF THIS STRUCTURE: A SUMMARY

In the end, we expect that students will get significant breadth because they will have taken courses in:

- » One of two language departments or programs (Modern Foreign Languages or Chinese Studies);
- » English Department through the writing program;
- » Mathematics or, in some cases, a statistics course authorized by the mathematics department;
- » Two of five science departments (Biology, Chemistry, Computer Science, Physics, Psychology);
- » One of three or four Arts and Humanities departments or programs (Music, Art, Dance, Drama, and English), each in the humanities;
- » Two departments, most likely to be from the social sciences, in covering the Society & Culture area;
- » Two departments, at least one of which likely to be from Philosophy & Religion in covering the Ideas & Ethics area.

## INVITATION FOR ALL DEPARTMENTS TO PARTICIPATE

We invite all departments to participate in appropriate parts of the general education curriculum but most especially in designing and delivering Black Life, History and Culture seminars. We anticipate that every one of the Areas—Arts, Ethics & Ideas, Society & Culture, and even Scientific Discovery—could have BLHAC seminars. We hope that each department or program sees itself as being able to participate in multiple ways in this general education curriculum and it is an explicit desire to have very broad participation.



# NEXT STEPS: MAKING THE TRANSITION

We will describe how we will move from our current model to the new model, presuming a phased approach—what gets implemented in Fall 2017, what gets implemented in Fall 2018, how do we supply faculty with the appropriate opportunities to do the transition work, how do we ensure that the gen ed committee and CEPC have the time and capacity to do its part, and more.

## CURRICULAR CHANGES

We need to bring all new courses online, deciding what areas they fit into and whether they have the right designations. This will involve mapping of existing courses, perhaps with some tweaks, onto this model, and the introduction of entirely new courses. (We will need new courses to fit if we are to have enough sections to make the new curriculum work.) We will work on describing the process for how these changes, additions, mappings, etc. will take place.

## SCHEDULING

We have spent a lot of time thinking about how we might use this moment as an opportunity to “clean up” issues related to the scheduling of classes. We will review these ideas and propose them as a separate but related item associated with our move to this general education curriculum. All the ideas are captured in the schedule diagram illustrated in the “proposed schedule.pdf” document (see separate doc).

## FACULTY & OTHER COSTS

We are still working through the costs. A great deal depends on the size of classes and the success rate of students (thereby affecting numbers of students needing to take various courses).

# MANAGEMENT OF GEN ED: COURSE APPROVALS

We describe here elements of what we need to ensure continued success of this new model.

## GENERAL EDUCATION COMMITTEE

The development, assessment, and ongoing improvement of the general education program requires a new standing General Education committee. This will need the approval of the Curriculum and Education Policy Committee (CEPC), the Faculty Council, and the whole faculty through an amendment of the bylaws. It is proposed that this committee consist of three members from each division. The director of general education will be a (full, voting) ex-officio member and chair the committee. The committee will report to the CEPC. The charge of the committee will be to study the state of the field; recommend program-related policies and procedures to the CEPC; more clearly define and develop the distribution requirements, Black Life, History and Culture designation, and First-Year and Second-Year Seminar designation; determine how existing courses fit in the context of the framework; review new course proposals for inclusion into the program; oversee resources for the program; address problems in program implementation; assist with the assessment plan for the program; and perform other work relevant to the functioning and continued development of the program. In the interim, an ad hoc committee has been selected to do this work until a standing committee can be put in place.

## ONGOING INTRODUCTION OF NEW COURSES

We will describe some of the process for how it will be determined if new courses are accepted into general education. The faculty may consider at least TWO possibilities. First, a faculty/dept. may ask that a course be listed as a general education course. In that case, it will be reviewed by the General Education Committee before going to the CEPC. The CEPC might also considering asking of all other courses that come before the committee whether it is a good fit for general education. If the committee answers yes, they would consult with the General Education Review Committee and also ask the department/faculty if they want the course to be in the general education curriculum. At that point the faculty/department will have the chance to either say yes, and perhaps do a little extra to ensure that it does indeed fit, or indicate why not. We ask this so that there is consistency with the offerings—to limit the situation where we have courses that are not in the general education curriculum but are doing as much or more to meet the learning objectives than those that are in.

## TRANSFER COURSES

We will lay out the process/develop the strategies for courses to map to our gen ed. This strategy will grow increasingly important for us to recruit, attract and retain transfer students and to permit our current students to get some coursework done at other places from time to time. It is imperative that we have a

way for these students to have their work accepted and be able to move forward and yet have integrity with respect to what it means to have a Morehouse degree. So, in places where we've said things like in BLHAC where students can do a course plus an addendum, we will describe what we mean here.

# ASSESSMENT

In development.

# APPENDIX 1: CURRENT GENERAL EDUCATION REQUIREMENTS

From the 2013-15 Morehouse College Bulletin

*The General Education Program consists of 53 semester hours of required coursework in the humanities, mathematics, natural sciences and social sciences, plus a set of other educational experiences. The General Education Program requirements are intended to produce learning outcomes in critical thinking, analytical abilities and problem-solving; citizenship; communication; ethical judgment and behavior; knowledge of the natural world; leadership; the understanding of social institutions; aesthetic experience; the African-American experience; philosophy and religion; and the interdependence of nations and cultures.*

## REQUIREMENTS FOR GENERAL EDUCATION PROGRAM

### » **English Composition**

All students must satisfy this requirement by one of the following methods, to be determined by placement scores at the time of admission to Morehouse:

ENG 101-102 (a two-semester sequence) or ENG 103 (a one-semester course).

A grade of C or above is required for successful completion of each of these courses, which are prerequisites for all other courses in the English curriculum. ENG 101 and 102 English Composition (6 hours) or English Composition (3 hours; for students who present the highest scores on the official placement examination)

### » **Literature**

ENG 250 World Literature I (3 hours)

### » **History**

HIS 111 and 112 World History: Topical Approaches (6 hours)

### » **Mathematics**

Students must complete two of the courses listed below. The mathematics department must approve all additional sequences.

MTH 100 College Algebra (3 hours)

MTH 110 Finite Mathematics (3 hours)

MTH 120 Pre-Calculus (3 hours)

MTH 130 Basic Statistics (3 hours)

MTH 161 Calculus I (4 hours)

### » **Modern Foreign Languages**

MFL 201 and 202 (6 hours; intermediate level) French, Spanish, German, Latin, Japanese or Chinese. (Both Latin and Japanese can be taken at Spelman College, through the AUC cross-registration program, to satisfy the core curriculum requirement.)

» **Humanities**

Students are required to take 4 humanities courses as follows:

Introduction to Religion (REL 201);

Survey of Visual Arts (ART 110);

either Introduction to Philosophy (PHI 201) or Philosophical Ethics (PHI 302); and

one of the music courses in the list below:

MUS 111 Masterpieces of Music (3 hours)

MUS 116 The Oral Tradition in African-American Folk Music (3 hours)

MUS 203 Introduction to Church Music (3 hours)

MUS 310 History of Jazz (3 hours)

MUS 404 Survey of African-American Music (3 hours)

» **Biological Science**

BIO 101 Biological Science (non-major) (3 hours) or BIO 111 General Biology (4 hours)

» **Physical Science**

PHY 102 Physical Science

- » **SCIENCE NOTE:** Students pursuing a B.S. degree must complete two introductory courses from two different science departments. Students in mathematics, biology, chemistry, physics, computer science or engineering must select two courses from departments other than their major department.

PHY 102 Physical Science—AND one of the following:

PHY 151-152 General Physics

CHEM 111-112 Inorganic Chemistry

» **Health and Physical Education**

Students must complete two of the courses listed below. The chairperson's approval is required to enroll in 155 or 156.

HPED 150 Golf and Fitness

HPED 151 Aquatics and Fitness

HPED 152 Badminton and Fitness

HPED 153 Basketball and Fitness

HPED 154 Tennis and Fitness

HPED 155 Fitness for the Non Traditional Student

HPED 156 Individualized Fitness for the Non Traditional Student

HPED 157 Weight Training and Fitness

» **Social Sciences**

Students must complete two of the courses listed below (a course cannot count towards major and the General Education Program at the same time).

ECO 201 Principles of Economics (Macro) (3 hours)

ECO 202 Principles of Economics (Micro) (3 hours)

PSC 228 Comparative Politics (3 hours)

PSC 251 National Government (3 hours)

PSC 252 State and Local Government (3 hours)  
PSC 285 Introduction to International Relations (3 hours)  
UST 261 Introduction to Urban Studies I (3 hours)  
UST 262 Introduction to Urban Studies II (3 hours)  
SOC 101 Introduction to Sociology (3 hours)  
SOC 103 Social Problems (3 hours)  
SOC 202 Cultural Anthropology (3 hours)  
SOC 206 Social Psychology (3 hours)  
SOC 215 Criminology (3 hours)  
SOC 255 The Family (3 hours)  
SOC 256 Men in Society (3 hours)  
SOC 259 Women in Society (3 hours)  
PSY 101 Psychology as a Social Science (3 hours)  
PSY 260 Psychology of the African-American Experience (3 hours)  
PSY 287 Developmental Psychology (3 hours)

» **Crown Forum**

A student must earn a P or “pass” grade in Freshman Assembly (EDU 153-154), Sophomore Assembly (EDU 251-252) and Junior Assembly (EDU 353-354). In order to earn a P in an assembly, a student must attend a minimum of six (6) Crown Forum events. Crown Forum is a series of special events and presentations that celebrate the great heritage and traditions of Morehouse College; bond students to each other and to a common humanity; heighten sensibility to students' spiritual and inner selves; increase appreciation of the aesthetic; and sharpen intellectual and critical faculties.

» **Freshman Orientation**

Freshman must earn a P or “pass” grade in each semester of this two-semester (EDU 151-152) orientation to academic and social life at Morehouse.

» **Computer Literacy and Information Fluency**

Each student must demonstrate competency in the basic use of computers by passing (1) a required departmental course if your major is Business and Economics, Chemistry, Computer Science, Music, Psychology, or Sociology; (2) CSC 101; or (3) General Education's Computer Literacy and Information Fluency Test.

# APPENDIX 2: SACSCOC GENERAL EDUCATION GUIDELINES

## **STANDARD 2.7.3**

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.



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