

12-10-2008

## Minutes, Arts & Sciences Faculty Meeting, Wednesday, Dec. 10, 2008

Arts & Sciences Faculty

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**Approved Minutes  
Arts and Sciences Faculty Meeting  
Wednesday, December 10, 2008**

- I. Call to Order—The meeting was called to order at 12:15 PM.
  
- II. Approval of Minutes—The minutes from the November 20<sup>th</sup> faculty meeting were approved as distributed.
  
- III. Old Business  
  
None
  
- IV. New Business  
  
None
  
- V. Special Reports
  - A. Cornell Distinguished Faculty Scholars—Duncan announced the winners of the 2008-2009 of the Cornell Distinguished Faculty Scholars: Ed Royce, Dorothy Mays, and Bruce Stevenson. (see attachment 1).
  
  - B. Academic Affairs—128 credit hours for graduation—The faculty voted to adjourn into a committee of the whole to discuss the proposal to reduce the number of credit hours needed for graduation to 128 hours. (see attachment 2)
  
- VI. Adjournment—The meeting was adjourned at 1:45 PM.

Respectfully submitted,

Barry Levis  
Secretary

# Attachment 1

## Cornell Distinguished Faculty Award

Description of the Award: Each year, Rollins may grant up to 3 Cornell Distinguished Faculty awards for exceptional professional accomplishments in at least two of the College's three primary emphases of teaching, research, or service. (Endowed chair holders are not eligible for these awards.) Each Cornell Distinguished Faculty holds this title for three years. Each year of the award, the faculty member receives \$5000, which can be added to salary as a stipend, established as a research account, or exchanged in \$2500 increments for course release (no more than one course per semester), in any combination. At the end of the three years, \$2500 will be added to the base salary of the faculty member. This is the fourth year of the program and the current Cornell Distinguished Faculty are: from 2005-2006, Tom Cook and Barry Levis; in 2006-2007, Bill Boles, Lisa Tillman, and Michael Gunter.

The Committee for this year: Lee Lines (chair), Hoyt Edge, Yudit Greenberg, John Sinclair, and Claire Strom

For 2007-2008:

- 1) Our first recipient models the ideal of a scholar and teacher. One of his colleagues remarked that his presence on the Rollins Faculty makes us "all" more effective teachers. He often responds that we just need to "dare to be dull." Although the remark often evokes laughter, he claims, "Learning is hard work demanding solitary hours of reading, writing, and reflecting." His passion for teaching, in spite of claiming to be dull, is anything but. He continues to get strong student evaluations while challenging student to think critically and deeply about the sociological enterprise. His new book, just released on November 7<sup>th</sup>, *Poverty and Power*, lays out a well-grounded argument for the idea that American poverty is structural. One of the reviewers, Rick Eckstein, professor of sociology at Villanova University, stated, "[He] has produced a book that systematically

excoriates our prevailing belief that poverty and inequality result from individuals' bad decisions or bad personal attributes.” This Cornell Distinguished Faculty recipient plans to use his award to work on his book on classical sociological theory.

Please join me in recognizing Associate Professor Ed Royce.

- 2) Our next recipient has stated that her publication history might appear schizophrenic to faculty from traditional departments where specialization in a particular field is essential. However, for a librarian at a liberal arts college, her typical day may include answering questions from a wide array of disciplines. Her four books—*The History of the Highway*, *The Dictionary of Historical Allusions and Eponyms*, *The Dictionary of Literary and Dramatic Censorship in Tudor and Stuart England*, and *Women in Early America: Struggle, Survival, and Freedom in a New World*—have been widely and favorably reviewed and two have been included in the “Book of the Month Club.” She teaches Web-based research courses as well as regularly teaching a team-taught course with Barry Levis. One aspect of Rollins she particularly enjoys is the ability to participate in campus life. She chaired the initial committee to review a new curriculum, called the 4C committee. She researched curricular change, timeframes, and procedures at peer institutions; wrote and administered surveys and newsletters; and held brown bag lunches with groups of faculty and students. We all respect the tough job she had balancing the fine line between encouraging momentum toward change without influencing the direction of the curriculum during the information-gathering stage. She is an encouraging presence in the library, helping colleagues to pursue their writing as she models how to turn an interest into a publication. She plans to use this award to study summer reading programs on college campuses.

Please join me in recognizing Associate Professor Dorothy Mays.

- 3) Our final Cornell Distinguished Faculty Award this year goes to a faculty member who personifies the teachings of John Dewey and his emphasis on experiential

learning. The Elizabeth Morse Genius Foundation is his passion. For Family Weekend earlier this fall, with the help of Dean Joyner and 40 parents, he planted 110 live oak and hickory trees to restore an ancient oak hammock that had been invaded by camphor trees. In June of 2008, the 1000 Friends of Florida awarded him and Rollins College the Better Community Award. The Genius Foundation owns 5000 acres of land in Volusia County and is considering setting this property aside in perpetuity. They have asked him to explore this option; receiving the Cornell Distinguished Faculty Award will open up the time to make this possible.

His ability to bring this line of research back to the classroom is exceptional. He has created five different environmental studies courses incorporating direct experiences in the Genius Reserve. He has also reached out to colleagues in the Departments of Biology, English, Philosophy, and Political Science to expand the interdisciplinary reach. He has stated, "It is essential for faculty to step beyond campus and work with students to both study and actively solve problems."

Please join me in recognizing Professor Bruce Stephenson.

## **Attachment 2**

### **Architecture of the College Curriculum**

#### **Executive Summary**

**Dexter Boniface, Douglas Child, Mario D'Amato, and Laurel Goj**

##### *Content of the Report*

- overview of the student credit hour
- number of credits required for graduation
- requirements in general education
- requirements in the major
- the academic calendar
- winter term
- intensive courses

##### *Recommendations of the Authors*

- maintain four credit hour courses with three contact hours
- require 128 credit hours/32 courses for graduation
- decrease general education requirements
- align the number of courses in each major with benchmark institutions
- maintain the semester calendar
- consider establishing an extended (2-3 week) winter term
- allow for intensive courses

### **Architecture of the College Curriculum**

**Dexter Boniface, Douglas Child, Mario D'Amato, and Laurel Goj**

#### **Introduction**

This report covers the following seven topics: (1) the student credit hour, (2) number of credits required for graduation, (3) general education requirements as a percentage of total credits required for graduation, (4) major requirements as a percentage of total credits required for graduation, (5) the academic calendar, (6) winter term, and (7) intensive courses. We conclude with our recommendations for the architecture of the college curriculum.

## **The Student Credit Hour**

The history of the credit hour can be traced to the Carnegie Unit, established in 1909 as a precondition for a college to be eligible for retirement pensions from the Carnegie Foundation. The Carnegie Unit was to measure “the amount of time spent on a subject, not the results obtained” (Shedd 2003a: 7). The method of determining the basic unit of instruction continued to evolve, guided by the aim of finding “a way to measure productivity in higher education to allow higher education to be subjected to competitive market pressures akin to those in private industry” (Shedd 2003a: 8). The credit hour is generally defined as one (fifty-minute) hour, with two hours of work outside of class (Wolanin 2003: 99). Thus a three credit hour course entails three contact hours plus six hours of coursework per week. “Full-time study is frequently defined as twelve credit hours or thirty-six hours of clock time per week of study (twelve hours in class and twenty-four hours outside of class), which is close to the U.S. full-time-employment norm of forty hours per week” (Wolanin 2003: 99).

There is significant variability in terms of how the credit hour is measured within and across institutions, although there is a general consensus that some system of measuring student progress is necessary, especially since “over 60 percent of undergraduates attend more than one institution” (Shedd 2003a: 11). A survey of 47,905 courses at thirty-eight institutions granting four-year degrees (Shedd 2003b) highlights this variability. Two notable points may be drawn from the data provided: (1) of the total number of courses offered by baccalaureate institutions, 67% were four credit courses; (2) of the total number of courses offered by *all* of the surveyed institutions, only 15% were four credit courses. Hence four credit courses are normative for baccalaureate institutions like Rollins.

The standard among elite liberal arts colleges is three contact hours per week. No top 40 school on the semester calendar has more than three contact hours. Among ACS schools, half (excluding Rollins) have three contact hours, while the other half report three to four hours per class.

Shedd (2003b) also provides data on the number of contact hours per course credit, organized by institutional type as well as course type (e.g., lecture, lecture with lab, etc.). For all institutions, the mean scheduled time per class per week was 2.92 and 3.16 hours for three and four credit hours, respectively. For baccalaureate institutions, the mean scheduled time per class per week was 2.72 and 2.91 hours for three and four credit hours, respectively. Hence four credit hour courses with three contact hours are normative for baccalaureate institutions like Rollins. Among the top 40 liberal arts colleges in the country (discounting those on the trimester calendar) 92% offer four credit hour courses with three contact hours.

## **Number of Credits Required for Graduation**

Accrediting institutions typically require at least 120 semester hours for a bachelor’s degree. A key issue here is the number of credit hours awarded per course. Rollins currently requires 140 credit hours for the degree, equivalent to 35 courses at four credit hours each. One common system utilized by five ACS schools stipulates 120 credit

hours for graduation, with each class at three credit hours, requiring students to enroll in five courses per semester. If Rollins were to adopt such a system while maintaining the current number of faculty and the current average class size, the teaching load would have to be increased to 4/3.

Among the top 40 liberal arts colleges in the country (discounting three colleges on the trimester calendar) 95% (35 of 37) require 32 courses or fewer to graduate. Among ACS schools, on the other hand, 57% require *more* than 32 courses to graduate (none require fewer). However, all ACS schools with a semester calendar that rank in the top 40 require 32 courses to graduate. If Rollins were to adopt a 128 credit hour/32 course requirement for graduation, it would be possible to move to a 3/2 teaching load.

### General Education Requirements

Under the current system Rollins requires 12 general education courses, comprising 34% of the total required courses. This is similar to the national average of 38% (Johnson, Ratcliff, and Gaff 2004: 14-15). However, the mean fails to reflect the great variability across institutions. For example, some schools require no general education courses while others require nearly half of the total number of courses to be gen-eds. Table 1 provides information on gen-ed requirements for Rollins and a selection of top 40 liberal arts colleges.

*Table 1: General Education Requirements at Select Liberal Arts Colleges*

	<b>Required Courses</b>	<b>Required Gen-Eds</b>	<b>Notes</b>
<b>Rollins</b>	35	12	Plus PE
<b>Williams</b>	32	9	
<b>Amherst</b>	32	0	Self-designed curriculum
<b>Pomona</b>	32	6	Plus 1 freshman seminar
<b>Bowdoin</b>	32	6	
<b>Davidson</b>	32	13	Not counting PE
<b>Haverford</b>	32	12	
<b>Vassar</b>	34	3	Writing, quantitative, and foreign language
<b>Smith</b>	32	1	Intensive freshman writing
<b>Colgate</b>	32	5	
<b>Colby</b>	32	11	
<b>Bryn Mawr</b>	32	8	Plus 1 seminar course
<b>Bates</b>	32	14	
<b>Bucknell</b>	32	11	Plus 1 freshman seminar
<b>Sewanee</b>	32	12	Plus 2 PE
<b>Bard</b>	30	10	

Based on the limited number of top 40 liberal arts colleges surveyed (15 of 37 on the semester system), there seems to be a trend towards requiring fewer gen-ed courses than Rollins, or than the national average (including all types of institutions).

### Major Requirements

The number of courses required to complete a major were examined for Rollins and eight top 40 liberal arts colleges (including all four top 40 ACS schools). The number of courses ranged between 9 and 16. Selected majors were included from the arts, humanities, social sciences, and natural sciences.

Initially the eight schools chosen for comparison with Rollins included Amherst (ranked no. 2), Davidson (8), Smith (14), Washington & Lee (15), Bates (22), Scripps (28), Sewanee (34), and Furman (39). Four were selected based on membership in the ACS and four were chosen based on generating a selection of schools across the rankings. Subsequently, the schools currently on the trimester system (Furman and Washington & Lee) were removed to keep the number of courses comparable. The selected majors included studio art, biology, economics, English, political science, psychology, Spanish, and theatre. Courses required for the major were based on information provided by the college or departmental websites and may not reflect current practice.

Several caveats must be taken into account. Laboratory and performance courses may be counted as one course but vary in credit hours. In the cases of biology and psychology, B.Sc. degrees require additional courses when compared to B.A. degrees. Both numbers were obtained, but for the sake of comparison only the B.A. numbers were examined as that is the degree that Rollins awards.

*Table 2: Number of Courses Required for Selected Majors at 7 Liberal Arts Colleges*

	<b>ART</b>	<b>BIO</b>	<b>ECO</b>	<b>ENG</b>	<b>POL</b>	<b>PSY</b>	<b>SPN</b>	<b>THE</b>
<b>Rollins</b>	12	13	12	12	12	11	11	16
<b>Amherst</b>	10	11	10	10	10	9	9	9
<b>Davidson</b>	11	11	12	10	10	10	10	10
<b>Smith</b>	11	12	10	12	10	10	10	10
<b>Bates</b>	9	12	11	11	11	11	10	10
<b>Scripps</b>	11	12	12	11	12	11	10	12
<b>Sewanee</b>	11	12	11	11	10	14	11	11

In six of the eight majors listed here, Rollins requires more courses than the mode. In theatre Rollins requires six more courses than the mode. Courses required for the major taught in the department as well as outside of the department were considered. It is notable that only English and studio art require no classes outside of the department at all nine institutions (including the two schools on the trimester calendar). Requirements for B.Sc. degrees in biology and psychology added two to three courses for the major. Our current biology major reflects the coursework for a B.Sc. degree even though a B.A. is awarded. Finally, some departmental websites were clear in distinguishing between listing courses required for the major and courses required for eventually pursuing graduate studies.

Looking at all majors at Rollins, the number of courses required for the major ranges between 10 (Basic Chemistry) and 18 (International Business). The mode is 12 courses. Prerequisites or “hidden” requirements are not accounted for in this listing.

*Table 3: Number of Courses Required for All Majors at Rollins College*

<b>Expressive Arts</b>		<b>Science and Math</b>	
Art History	12	Biology	13
Studio Art	12	Biochemistry/Molecular Biology	14
Music	15	Chemistry	10/13
Theatre Arts	16	Computer Science	15
		Environmental Policy	12
<b>Humanities</b>		Landscape Ecology	12
English	12	Marine Biology	13
French	11	Mathematics	14
Philosophy	12	Physics	16
Religious Studies	12		
Spanish–Native	11	<b>Social Sciences</b>	
Spanish–Non Native	11	Anthropology	12
		Economics	12
<b>Interdisciplinary</b>		Education	17
Classical Studies	13	History	12
International Business	18	Politics	12
International Relations	14	Psychology	11
LatinAm & Caribbean Studies	12	Sociology	12

In considering the adoption of a 128 credit hour/32 course graduation requirement, majors that require 16 or more courses should be carefully examined, since they allow students limited choices after fulfilling gen-eds. Departments should distinguish between the aim of teaching a student familiarity in a discipline, on the one hand, and preparing a student for graduate study in that discipline, on the other. Maintaining this distinction would have a clear impact on determining the number of courses required for a major.

### **The Academic Calendar**

The typical elite liberal arts college has a calendar based on two 14 or 15 week-long semesters; courses meet for three contact hours per week and count for four credits each; 32 courses or 128 credit hours are required to graduate. Trimester calendars are relatively uncommon and are going extinct. Shorter terms, such as winter term, are found at several of the elite liberal arts colleges; where they are employed, short terms are typically an integral part of the faculty teaching load and calendar rather than something optional (as is currently the case at Rollins). Winter terms are a potential source of innovation in the curriculum.

The calendar at Rollins is well-aligned with those of elite liberal arts colleges and other ACS institutions, although Rollins requires more classes to graduate than higher-ranked peer institutions. If Rollins were to make any changes in this regard, we might consider establishing a longer winter term, perhaps as part of a shift to a reduced teaching load.

*Semesters vs. Trimesters:* The nine-month fall-to-spring academic calendar was employed when many if not most Americans worked in agriculture, and some regard it as antiquated (Lovett 1995, Shea 1994). Semester (as opposed to quarter-based) calendars have become the norm at American universities (Cage and Ledersman 1993, WSHECB 2000). The semester calendar is used by 93% (37) of the top 40 liberal arts colleges; the only top 40 schools with trimester calendars are Carleton, Middlebury, and Washington & Lee. Reflecting a nation-wide trend, Furman University will convert from trimesters to semesters in 2009, leaving Washington & Lee as the only ACS school on trimesters.

*Class Weeks per Term:* Many schools offer fewer days of instruction today than they did in the late 1960s (Cage and Lederman 1993). Most (80%) elite liberal arts schools have a 28, 29 or 30-week year. The most common of all is the 29-week year based on a 14-week fall semester and a 15-week spring semester (35% of the top 40 use 14-15). The next most common calendar is a 30-week year (30%), generally based on two 15-week semesters. A number of elite schools (15%) also employ two 14-week semesters (as does Rollins). The numbers are very similar for ACS schools.

### Winter Term

Many elite liberal arts schools have winter term or short term semesters. No fewer than seven top 40 schools have short terms ranging from one to four weeks (see descriptions below). At most of these schools the winter or short terms are not optional but rather are an integral part of the calendar. Among elite schools that employ winter/short terms, none have a seven-course faculty teaching load (3-1-3), as was the case at Rollins until the mid-1990s; e.g., Williams College employs a 2-1-2 teaching load.

Table 4: Notable Winter/Short Term Programs

	Calendar	Length	Required	Notes	Teaching Load
<b>Rollins</b>	14-1-14	1 week	No	Various programs	6
<b>Williams</b>	12-3-12	3 weeks	Yes	Study abroad	5 (2-1-2)
<b>Wellesley</b>	13-3-14	3 weeks	No	Beer tasting class	4
<b>Smith</b>	14-13	2-3 wks.	n/a	Team seminars	4 (2-2)
<b>Colby</b>	13-3-13	3 weeks	Yes	Various programs	n/a
<b>Bates</b>	13-13-4	4 weeks	Yes	3-year degree	n/a
<b>Oberlin</b>	14-4-13	4 weeks	Yes	Intensive courses	n/a
<b>Mt. Holyoke</b>	14-1-14	1 week	n/a	Vermont ski trip	n/a
<b>Furman</b>	14-14-3	3 weeks	n/a	May experience	5
<b>Centre</b>	14-3-14	3 weeks	n/a	1 <sup>st</sup> yr. seminars	6 (3-1-2)
<b>Goucher</b>	n/a	n/a	n/a	Study abroad	n/a
<b>St. Olaf</b>	n/a	n/a	n/a	Study abroad	n/a

*Williams:* three-week “Winter Study Period,” part of a 12-3-12 calendar (teaching load is five courses or 2-1-2). At Williams, students must complete four winter study projects to graduate. Williams offers hundreds of course options, including fifteen

courses with travel components (destinations include: Mexico, Taiwan, South Africa, Italy, Germany, Egypt, Korea, Israel, the Republic of Georgia, and Nicaragua).

*Wellesley*: three-week “Wintersession,” part of a 13-3-14 calendar (teaching load is four courses). Like Rollins, the program is optional. Courses may be taken for credit or no credit. Compared to Williams, the course offerings are quite limited: only about two dozen courses are offered for credit (many offer travel components abroad). Non-credit courses include, e.g., knitting and beer tasting (must be 21 to enroll).

*Smith*: offers a two to three week January interim. The majority of the courses offered are team-taught and “Inter/Extra-departmental” seminars. Few courses involve study abroad.

*Colby*: three-week “January Program,” part of a 13-3-13 calendar. Students must complete two or three January Programs (freshman are required to enroll). All students have the option of courses, independent study, or internships.

*Bates*: four-week “Short Term,” part of a 13-13-4 calendar. At Bates, two Short Term units are required to graduate. One of the innovative aspects of Bates’ calendar is that students with advanced standing can complete a three-year degree by taking eleven courses every year (5-5-1).

*Oberlin*: four-week “January Term,” part of a 14-4-13 calendar. At Oberlin, three Winter Terms credits are required to graduate. Winter Term at Oberlin is generally focused on intensive group projects and independent studies as opposed to regular courses.

*Mount Holyoke*: 1-week “J Term,” part of a 14-1-14 calendar. Short one-week courses. Students may enroll in credit and non-credit courses, such as Lapidary & Silversmithing, or go on a two-day ski trip to Stratton Mountain in Vermont.

*Furman* (ACS): three-week “May Experience.” Furman is in the process of moving from trimesters to a two-semester calendar with an optional May term (14-14-3 calendar with a five-course faculty teaching load).

*Centre* (ACS): three-week “CentreTerm,” part of a 14-3-14 or, from a student vantage, 4-1-4 calendar (faculty teaching load is six courses, or 3-1-2). Offers students the opportunity to enroll in seminar courses (including special freshman seminars), complete an internship, study abroad (destinations include Indonesia, Russia, Turkey, Australia, and Nicaragua), or do an in-depth research project.

*Goucher*: offers an array of intensive, short-term study abroad programs (Goucher claims to be the first college in the nation to require students to study abroad to graduate). Goucher is offering seven intensive courses abroad for January of 2008 in Mexico, Honduras, Italy, Puerto Rico, Vietnam, London, and South Africa.

*St. Olaf*: January interim (part of a 4-1-4 course calendar for students). Three interim courses are required for graduation, including a mandatory course for freshman. St. Olaf offers an array of short-term study abroad programs; foreign destinations include: Italy, China, Japan, Peru, Jamaica, Greece, Ireland, France, Germany, UK, Hungary, Norway, South Africa, Russia, Ecuador and Costa Rica.

As seen from this survey, winter terms are a potential source of innovation in the curriculum. Schools such as Williams, Colby, Bates, and Oberlin require students to complete two or more three- to four-week winter term courses (freshman are often required to enroll in such programs), many involving intensive research and even

internships. In addition, institutions such as Williams, Centre, Goucher, and St. Olaf offer a diverse array of short-term study abroad courses in the winter term, part of a growing national trend (Hulstrand 2006).

### **Intensive Courses**

“Intensive courses” are courses that meet for two or more hours per day, four or more days per week, for three or more weeks. Winter term or May courses might be considered examples of intensive courses. Intensive courses might also be offered during a regular semester, and students might enroll in such courses one at a time, or in conjunction with one or more regular semester-long courses. During a semester, intensive courses generally require a “vertical” rather than “horizontal” schedule: e.g., students might take four 3-week intensive courses consecutively, rather than four 14-week regular courses simultaneously. Intensive courses might be appropriate for project- or problem-based courses, language courses, or courses designed to offer students an experience similar to summer research. To implement intensive courses during a semester, Rollins could offer some vertically scheduled intensive courses alongside horizontally scheduled regular courses. The table below provides examples of how intensive courses might be scheduled. Note that the total number of contact hours for a current four credit course is 42 (14 weeks at three contact hours per week).

*Table 5: Possible Arrangements for 4 Credit Hour Intensive Courses*

<b>Hrs./Day</b>	<b>Days/Wk.</b>	<b>Wks.</b>	<b>Total Contact Hrs.</b>	<b>Course Characteristics</b>
3	5	3	45	Enrolling in four 3-wk courses
2	5	4	40	Enrolling in three 4-wk courses
4	4	3	48	Total hrs. include group-work

All courses offered at Cornell College in Iowa are one-course-at-a-time (OCAAT) intensive courses (see [www.cornellcollege.edu/ocaat](http://www.cornellcollege.edu/ocaat)). The primary advantage of such courses is their high level of focus, but the primary disadvantage (at least for a school on the semester calendar) is the scheduling difficulties such courses would present. These difficulties might be overcome if specific departments or interdisciplinary groups offered intensive courses in clusters of three 4-week courses that students would enroll in along with one other regular courses, for a regular four-course (16 credit hour) load.

### **Recommendations**

The authors of this document have the following seven recommendations regarding the architecture of the new curriculum for Rollins College. (1) Maintain the standard of four credit hour courses with three contact hours. (2) Adopt the requirement of 128 credit hours/32 courses for completion of the bachelor’s degree. (3) Decrease the number of general education courses required, and ensure that the general education curriculum is developed into a coherent whole with a clear rationale that would be meaningful for students. (4) Require all majors to put a cap on the total number of required courses, perhaps using the requirements from top 40 liberal arts institutions as a benchmark. (5) Remain on the semester calendar. (6) Consider instituting a two to three week winter term to allow for curricular innovation in areas such as foreign language, the study of other cultures, and service learning; this would entail moving the start of the

spring semester to a later date. (7) Allow for clusters of intensive courses (three 4-week courses, or four 3-week courses, each at four credit hours) to be offered by interested departments or interdisciplinary groups.

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- Wolanin, Thomas R. 2003. "The Student Credit Hour: An International Exploration." In How the Student Credit Hour Shapes Higher Education: The Tie That Binds, ed. Jane V. Wellman and Thomas Ehrlich: 99-117. New Directions for Higher Education no. 122. San Francisco: Jossey-Bass. *Discusses the international trend*

*of moving towards a method of measuring student progress similar to the American credit hour system.*