

Lee, Lori

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**From:** Lapicki, Gregory  
**Sent:** Monday, March 18, 2002 11:59 AM  
**To:** Albada-Jelgersma, Kelly Jean; Albright, Bruce C; Allred, Linda J; Anderson, Debra; Anderson, Patricia Jean; Arnold, Mary Alice; Bamberg, W. Richard; Barnes, Rick; Bass, Lessi; Bell, Paul; Carpenter-Aeby, Tracy; Chen, Runying; Childers, John S; Ciechalski, Joseph Charles; Ciesielski, Constantine A; Clark, Patricia A; Coonin, Bryna R; Cope, John G; Cox, Sherralyn Sue; Decker, James T; Deena, Seodial; Dennard, David Charles; Dobbs, Larry J; Drees, Nellie S; Eamon, Thomas Floyd; Engel, Jeffrey P; Engelke, Martha K; Eribo, Festus; Estes, Cheryl A; Everett, Lou; Faculty Senate Office; Feldbush, Thomas L; Felts, Mike; Ferreira, Bertus R; Ferrell, Henry C; Fletcher, Paul L; Gares, Paul; Gemperline, Paul J; Gilliland, M G F; Glascoff, Mary A; Godbold, Linda Carol; Graziani, Ron; Griffin, Harold C; Hall, Cathy W; Hanrahan, L Robert; Harris, Nancy Gordon; Hebert, Frederic J; Holbert, Don; Horns, Phyllis N; Hutchins, Christine; Hutchinson, Dale L; Ironsmith, Elaine M; Jacobs, Edward; Jones, Mark; Kalmus, Gerhard W.; Kellogg, Anne Elizabeth; Killingsworth, Brenda L; Knighten, Christopher B; Kovacs, Charles J; Lapicki, Gregory; Lawrence, David Parker; L'ESPERANCE, MARK A; Macleod, Kenneth R; Mallette, Julius Q; Markowski, Betsy; Martinez, Purificacion; McCarthy, Mark G; McGhee, Susan A; McIntyre, Robert A; McKernan, James A; McMillen, Brian A; McPherson, William H; Meredith, John T; Mooney, Linda; Morrison, Robert C; Mulcahy, Karen; Muse, William V; Nasea, Melissa M; Nassehzadeh-Tabrizi, Moha; Nida, Robert Eugene; Niswander, Rick; Palumbo, Donald E; Phipps, Jeffery B; Pokorny, Marie Elizabeth; Pravica, David W; Preston, Ron; Reiser, Christa; Ries, Heather L; Rigsby, Catherine Ann; Rosenberg, Allan J; Rothman, Philip A; Ryan, Eugene E; Saad, Ihab M; Said, Said Elmahdy; Schisler, Dan L; Schmidt, Margit; Schneider, Douglas K; Schumacher, Edward J; Scott, Ralph; Shackelford, D Paul; Shinpaugh, Jefferson; Spickerman, William Reed; Sugar, William A; Taggart, Mark Alan; Thompson, Bob; Toppen, James L; Tovey, Janice K; Tranbarger, Russell E; Treadwell, Edward L; Twarog, Carl; Ulfers, Christopher; Varner, Carroll H; Voors, Michael H; Wall, Edmund L; Watson, Reginald Wade; Wilentz, Gay A; Williams, Susan Ann; Willson, Charles Frederick; Winstead, Beth; Wolfe, Linda Doris; Wooden, William A; Worthington, Worth; Yarbrough, Tinsley  
**Cc:** University Curriculum Committee; Davis, Trenton G; Joyce, James M; Daniel, Hal Jefferson; Mauger, Richard L; Hudson, Timothy D  
**Subject:** Minority Report of UCC on General Education Issue

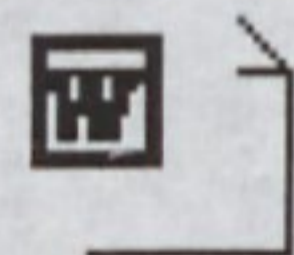
Dear Colleagues,

Attached is a minority report of the University Curriculum Committee concerning the issue of general education which will be considered tomorrow at the Faculty Senate meeting.

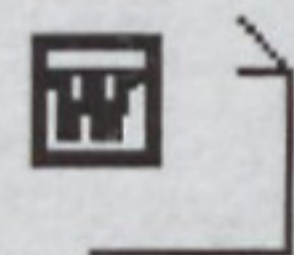
Also attached is a petition opposing the recommendation of the University Curriculum Committee signed by 63 of the 65 voting faculty members of the Natural Science departments.

We would appreciate your consideration of this important issue.

Gregory Lapicki, Professor  
Member of the University Curriculum Committee



UCC Minority  
Report.doc



Natural Science  
Petition.doc



18 March 2002

**Minority Report re: Item XVII of the 28 February 2002 minutes of the University Curriculum Committee.**

Dear Faculty Senators:

This is to report why we voted against granting General Education credit in Natural Science for EHST 2110/2111, and to ask for your support in this matter as it will come tomorrow before the Faculty Senate. The outcome of your decision is of great importance to our student body and science literacy in Eastern North Carolina. Your decision will be critical to the status and integrity of general education at ECU. It is also a crucial test of our long tradition of the form and standards of governance – by which affected units are notified as required on the course proposals submitted to the UCC and when a petition, signed by all but 2 voting faculty from the affected units in opposition to the granting of this credit, is recognized as a significant expression of the faculty stand on this issue.

**The issue:**

Tomorrow, the University Curriculum Committee (UCC) will present its recommendation that students enrolled in EHST 2110/2111, *Intro to Environmental Health*, receive General Education credit for the Natural Sciences. This matter was considered at the 1/28/02 Academic Standards Committee (ASC) meeting where its member from Biology argued persuasively – with the presumed authority of someone who represented the views of the Natural Science faculty -- for approval without discussing this important issue with his colleagues in the natural science departments. The ASC recommended to the UCC that EHST 2110/11 be granted General Education credit in the Natural Sciences. The UCC approved this request at its 2/28/02 meeting, despite the fact that a petition in opposition was presented by faculty in the natural sciences with signatures from 63 out of the 65 voting faculty. If credit for this course is passed, it will set a precedent that is likely to spawn similar proposals from other departments. It will represent a fundamental shift in the interpretation of the general college curriculum, just one week prior to the SACS visit.

**Background:**

A group of faculty from the natural sciences, including Hal Daniel (Biology), Paul Gemperline (Chemistry), Richard Mauger (Geology), James Joyce (Physics), and Gregory Lapicki (UCC member/Physics), studied the proposal submitted by EHST, the syllabus for EHST 2110, the textbook for EHST 2110 and the proposal for the new lab, EHST 2111. Our colleagues in EHST argued that their course and lab, *Intro to Environmental Health*, "provides a solid foundation of fundamentals in science". We strongly disagree. These documents were shared with the faculty in the natural sciences and an overwhelming majority (97%) is opposed to granting General Education credit in the Natural Sciences for EHST 2110/2111.

**The main reasons for this opposition are:**

1) The preface of the EHST 2110 textbook states that its basic purpose is

“...to provide students with sufficient information and insight into environmental problems to enable them to understand and participate in the public decision-making process ...”

It refers only fleetingly to, for example, “rudimentary discussion of general ecological principles.” [Underlining added for emphasis]. It is replete with references to “human health and welfare”, and various federal policies and statutes. The EHST 2110 syllabus enhances it by providing links to web sites of the appropriate state and federal agencies.



EHST 2110/2111 is a very good survey of major environmental issues and domestic public health policies and regulations, *but it is not a course in basic science.*

2) A course in basic science must attempt to provide an understanding of fundamental concepts. It stresses the paradigm of the scientific method: formulating a hypothesis and testing it in a quantitative manner. In science this is accomplished through substantial application of measurements, equations, and numerical calculations to predict the behavior of some part of the natural world. Fundamental concepts in science are not covered in EHST 2110/2111. Applied scientific concepts are covered in the textbook from a descriptive point of view. *A quantitative approach to fundamental science topics is lacking.*

3) A coherent course in basic science must follow the logic of the subject, beginning at the most fundamental level. In chemistry, for example, students must begin with an understanding of atomic structure and chemical bonding. After this, the behavior of large numbers of atoms and molecules can be explained. Once students have acquired knowledge of fundamental concepts, they are then ready to apply them to a wide range of more advanced practical and technical problems. *EHST 2110/2111 covers a wide range of important practical and technical problems but does not develop a foundation of basic science principles.*

4) One of EHST's motivation (as stated at the ASC meeting) for seeking general education science credit for 2110/2111 is a selfish one. They wish to increase student enrollment in their department.

5)

#### **ECU Undergraduate Catalog**

[http://www.ecu.edu/undergraduate\\_cat/S6.html#001a](http://www.ecu.edu/undergraduate_cat/S6.html#001a)

on p.57 under UNDERGRADUATE STUDIES SECTION 6 , spells out the rationale behind the general education requirements and provides for the implementation of these requirements:

General education requirements are designed to engender a broad liberal arts base upon which to add the depth of study in the major...

GE:EN = English GE:HU = Humanities GE:EX = Exercise and Sport Science GE:MA = Mathematics GE:FA = Fine Arts GE:SC = Science GE:HL = Health GE:SO = Social Science

#### **General Education Requirements for All Baccalaureate Degree Programs**

.... Science (GE:SC). 8 s.h. (Science majors must meet the science requirement outside their major field.) At least one course must require laboratory work. Select one or more courses from the following departments: Biology, Chemistry, Geology, Physics. [Underlining added for emphasis].

The general education requirement in Science -- designed to engender "a broad liberal arts base" and without breaching the existing contract between ECU and its students -- is met by courses from Natural Science departments.

One could consider EHST 2110/2111 for GE:HL although we would not advocate that this would be done in a piecemeal fashion, without prior University-wide discussion of possible revisions to ECU Policy on General Education, and certainly not a week before the SACS visit!



6) A recent report on the results of such discussions, including feedback from a variety of administrators, [ <http://www.unc.edu/curriculumrevision/reports/commbreport.pdf> ] recommends in part that "particular [gen ed] requirements be major-specific, i.e., determined by individual departments, curricula, and programs with the approval of an oversight body such as the Administrative Board of the College of Arts and Sciences." [Underlining added for emphasis].

No such approval, let alone oversight was considered in the present case. In fact, the College of Arts and Science Curriculum Committee does not even see the proposals for gen ed credit. For the record, the Attachment 3 of the UCC minutes of 28 February 2002 has this committee's resolution that, without dissention, opposes the gen ed credit in Natural Science for EHST 2110/2111.

7) **ECU POLICY ON GENERAL EDUCATION**

Faculty Senate Resolution #94-11 (Approved by the Chancellor, March 17, 1994)  
<http://www.ecu.edu/fsonline/AcademicCommittees/as/ge-goals.htm>

Comments on Resolution #94-11

Under 1) UNC Statement of Mission, it is stated

Through instruction in the basic arts and sciences, social sciences, fine arts, and abroad range of professional disciplines, the University prepares students to lead rewarding lives and to function effectively in the work force and as responsible members of society.

[Underlining added for emphasis.]

This distinguishes between what we have interpreted as General Education (*the basic arts and sciences, social sciences, fine arts*) and education in the *professional disciplines*.

The Department of Environmental Health Sciences, Safety & Technology resides in the School of Industry and Technology whose main responsibilities are professional ones.

When one refers to the syllabus and text used by EHST 2110, it is clear that this course is a survey of health perspectives of environmental issues and cannot be construed to be a course in *the basic arts and sciences*.

Under 4) General Statement of Educational Mission. East Carolina University, it is stated  
*The fundamental educational goal of the university is to provide students with a substantive general education and to enable students and other constituents to secure specialized and multidisciplinary knowledge. ...*

Here, again, is a clear distinction between *substantive general education* and *specialized and multidisciplinary knowledge*.

The catalog description of EHST 2110 is as follows:

***Introduction to Environmental Health Science (3) (F,S) Principles of environmental health practice. Emphasis on air quality, food supply, industrial hygiene, and solid and hazardous waste disposal.*** [Underlining added for emphasis.]

Clearly, this is *specialized and multidisciplinary knowledge*, not *substantive general education*.

Under the section on *Strategies for Distinction*, 2) Basic Goals, Goal 1 H. it is stated



*Develop a general studies program that provides ( 1) a substantial and coherent core of studies in the liberal arts, mathematics, and sciences and (2) strict limits on the use of general studies courses as part of requirements for academic majors. [Underlining added for emphasis.]*

The interdisciplinary and specialized applications of the natural sciences inherent in EHST 2110/2111 would prevent a "substantial and coherent" exposure to any of the natural sciences.

EHST 2110/2111 is a survey of a limited number of principles of the natural sciences applied to the area of environmental health.

We have not approved any multidisciplinary courses in the Natural Sciences for general education credit because the interdisciplinary nature of such courses would prevent a "substantive and coherent" exposure to any of the Natural Sciences. (There have been a number of such proposals.)

If these courses were approved for General Education credit, it would lead to more such proposals further diluting the "substantive and coherent" goal.

Many of the topics covered in EHST 2110/2111 duplicate topics that are covered in existing general education courses in a more fundamental manner.

Under PART II. GENERAL EDUCATIONAL EXPECTATIONS and PART III. PROPOSED GENERAL EDUCATION COURSE GOALS AND OBJECTIVES:

These expectations and goals are clearly meant to apply to courses that **first** meet the criteria for General Education as defined under Part I of Resolution #94-11, and cited above.

Many courses, not meeting the criteria for General Education, may loosely meet some of these goals.

The use of these goals by the Department of Environmental Health Sciences, Safety & Technology is out of context – EHST 2110/2111 could satisfy some the general education expectations and goals but fail the necessary criteria for general education in the basic sciences as defined in the mission statements (above) and under *Strategies for Distinction* (above) of our General Education policy.

In conclusion, without redefining what we call a basic science, without blurring the traditional distinction between basic and professional education, and for the reasons given above, it is clear that the proposed courses do not meet our current General Education policy.

ADDITIONAL POINTS, why we voted against the motion by which the UCC approved EHST 2110/2111 for General Education credit for the Natural Sciences:

- 8) Under II. Nature of Course, D. Interdisciplinary Action ... and Coordination with the Affected Units or Program, the course proposal forms that are submitted to the UCC require to "*list affected units ... Provide to UCC chair documentation of notification to and response from affected units.*"



EHST has notified no Natural Science department, provided no response from any of the Natural Science departments, and marked the form under II.D. "Not Applicable."

The UCC's approval of the course was inconsistent with the long-held UCC practice of making sure, via letters of support and so on, that affected departments approved any new proposals. By this action the UCC not only ignored that practice, but when an absolutely overwhelming number of faculty members in the affected area objected, it ignored them.

9) The University Curriculum Committee, and hence the Faculty Senate, is charged with "assuring the quality of course offerings."

*A. The committee considers undergraduate courses (through 4000-level) and programs and has the responsibility of assuring the quality of course offerings.*

This is distinct from the responsibility for just approving courses (listed separately).

*D. The committee reviews and acts on proposals for new courses and programs and modifications of existing programs, the banking and deletion of courses (and programs), and standards and requirements for admission to, and retention in, degree programs.*

With our traditional form of Governance at ECU, we delegate the responsibility of *assuring the quality of course offerings* to the individual code units. It would be very dangerous, especially with the SACS review upon us, to ignore the advice of 63 of the 65 voting faculty members in the traditional natural science code units who have opposed this action.

The action of the University Curriculum Committee not only violates our existing General Education policy, but also threatens our standards and form of governance.

Submitted by Gregory Lapicki, Ron Mitchelson, and Rick Taylor,  
members of the University Curriculum Committee.



Petitions signed by 63 out of the 65 voting members of the Natural Science departments opposing the granting of General Education credit in the Natural Sciences for EHST 2110 and 2111,

and

presented on behalf of the Natural Science faculty by Hal Daniel (Biology), Paul Gemperline (Chemistry), Richard Mauger (Geology), and Jim Joyce (Physics) at the 28 February 2002 meeting of the University Curriculum Committee.



We, the undersigned voting members of the Department of Biology, are opposed to granting General Education credit in the Natural Sciences for EHST 2110 and 2111, and respectfully ask that it not be granted.

1. Hal J. Daniel HAL DANIEL
2. Ronald J. Newton RON NEWTON
3. Charles A. Singhas Charles Singhas
4. Gerhard Kalmus Gerhard Kalmus
5. Toson Bank Toson Bank
6. Cindy Putnam-Evans Cindy Putnam-Evans
7. Mary Cornell MARY CORNELL
8. Yong Zhu YONG ZHU
9. Ton McConnell Ton McConnell
10. Charles Oland Charles Oland
11. ~~\_\_\_\_\_~~ LISA \_\_\_\_\_
12. Ed Stilling Ed Stilling
13. Clenden Telle Clenden Telle
14. Tolan Still Tolan Still
15. Tony West Tony West
16. Tony Capobianco Tony Capobianco
17. Mark M. Bains Mark BAINSON
18. Trip Cook Trip Cook
19. Roger A. Gully Roger A. Gully
20. Carol Goodwillie Carol Goodwillie



We, the undersigned voting members of the Department of Biology, are opposed to granting General Education credit in the Natural Sciences for EHST 2110 and 2111, and respectfully ask that it not be granted.

21. Kyle Sussini Kyle Sussini

22. Donald W. Stanley DONALD W. STANLEY

23. \_\_\_\_\_

24. \_\_\_\_\_

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39. \_\_\_\_\_

40. \_\_\_\_\_



Chemistry

We, the undersigned voting members of the Department of Chemistry are opposed to granting General Education credit in the Natural Sciences for EHST 2110 and 2111.

1. Robert A. McInch, Ph.D.
2. Brent Love
3. Jack Yerd
4. M. M. Hunt
5. David R. Berkman Ph.D.
6. Gene A. L. Brown
7. Gene A. L. Brown
8. A. O. Rode
9. George O. Evans II
10. William C. Lewis
11. Andrew J. Saynt
12. Keith G. Ab
13. Paul J. Semperline
14. Chiqua L.
15. Bob Morrison
16. D. J. Rouse
- 17.
- 18.
- 19.
- 20.



We, the undersigned voting members of the Department of Geology, are opposed to granting General Education credit in the Natural Sciences for EHST 2110 and 2111, and respectfully ask that it not be granted.

1. Richard K. Smith
2. Terri L. Woods
3. Stephen B. Harper
4. Chigby
5. Josiah P. Yourens
6. Wendell Neal
7. Stalens
8. Dmit Malchen
9. [Signature]
10. Richard L. Thayer
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_



We, the undersigned voting members of the Department of Physics, are opposed to granting General Education credit in the Natural Sciences for EHST 2110 and 2111, and respectfully ask that it not be granted.

1. W. St. ...
2. Mark Smith
3. Ray Branniger
4. Yongqing Li
5. E. J. ...
6. M. Luntz A. Dinn
7. Mark Bier
8. Jim ...
9. James M. Joyce
10. John Cuthbertland
11. Edo ...
12. Xin ...
13. Ravi Kumar
14. Orville ...
15. Gregory Lapich
16. Larry ...
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_