

Response to GERTF letter

great resistance | even resentment | that general education would try to interfere with these most programmatic of courses. To paraphrase an infamous demand at one of the

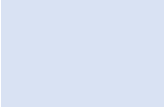
Addressing your fifth bullet, **Phased implementation**, almost everyone I know on either committee completely agrees| there should be a phased implementation. That is essentially what the GERAC model proposes: ESLO alignment for Fall 2020 with ESSE pilot development over the summer of 2019, and pilots running in the 2019-2020 school year. Then, having presumably learned what works with ESSEs, they may be introduced for all students in Fall 2021| assuming, of course, that they are feasible. Another scenario might be that the number of ESSEs just slowly increases over time until almost everyone ends up taking one. We'll see. The GERAC model reserved three IA:SS course slots with the understanding that one of those slot could be replaced with an ESSE if the student is willing and an appealing ESSE course is available.

Seth is producing a much more elaborate timeline for the possible implementation of general education reform, starting with the issues he outlined in the Academic Council meeting on 11 Jan. He (and GEAC) can be forgiven, I hope, for not planning too far in advance just yet, as it is still unclear whether this whole enterprise will, in fact, go forward.

Which seems like a good place to segue into my final point: Will this go forward?

In GERAC last summer, we laid out a set of options for moving forward with general education reform. We then saw that we really should have an "Option Zero" for **don't**

If the credit hour pressures that are resolvable either by adding a course to those that can fulfill a requirement or by adjusting a requirement that currently allows for statistics, the remaining credit hour pressures are:

<i>Program</i>		<i>QL – "Finance"</i>	<i>IA-NS</i>
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