

## Summary of the Campus Visit Reports

Except for the Georgetown visit, each campus visit included meetings with a number of administrators from different divisions and, in some cases, with faculty and/or students. At Georgetown two department chairs (Philosophy & German) were visited. The Georgetown statements found in the report (and here) are based on the 2000 report of the Chair of the German Dept on rejecting the 4x4 model.

	Northeastern	BU	Tufts	Duke	Georgetown	NYU	Penn	Swarthmore
<b>Year 4x4 started</b>	2003	1969 or 1971	1970	1969	1999/2000 considered but rejected by faculty	1970 -Most of university transitioned - Most (?) grad programs moved to 4x4 some 10 yrs later		
<b>Type of change</b>	Quarters to semesters	Semester to semester	Semester to semester	Semester (124 cr) to semester (32 courses in 1969 to 34 in 1988)	ONLY Philosophy Dept moved to 4x4		NOTE: 1credit/course system not 4x4.	True 4x4 system
<b>Reasons for change</b>	Giving faculty more time with students	Uncertain , prestige or economic reason?	Uncertain, but perhaps to improve students' educational experiences	-More requirements to keep students better engaged in learning - Wanted faculty focus on course rather than how many hours credit course is getting--- -Looking for higher engagement	-Competitors operate on a 4/4 curriculum - Possible financial savings - Fewer space constraints -Student engagement -Reduced class size	-Educationally sound -Best schools on 4x4 system -Make classes more in-depth -No longer "inch deep, mile wide" (Sonntag) - Encourage independent research from students -Students required to spend more time studying - Majors reconceptualized -Enables faculty to do more research		

<b>Issues during transition</b>	Faculty research went on hold					Easy transition in 1970, from vantage of registrar and students.		
<b>Courses/credits required for graduation</b>	32 courses + Coop 38 courses for Engineering	32-36 courses -- 38 courses for dual degree in 2 schools and 36 within the same school	34 courses (or points as called) 38 courses for Engineering	34 courses for all majors Major (min of 10 courses) Minor (min of 5 courses) Certificate, interdisciplinary (6) Students can take 3 of above in combination (e.g., 1 major, 1 minor, 1 certificate but only 2 can be majors)	Academic quality and faculty engagement and the quality of the academic work are bigger factors than the number of credit or contact hours	128 credits required to graduate		Majors are roughly 10 courses, though a few are more (notably engineering and theatre)
<b>Faculty teaching load</b>	2/2 (used to be 2/2/2 under quarter system)	A&S 2/2 (Natural Sci 1/1 , Econ 2/1) Engineering 0/1 to 3/1	2/2 heading towards 2/1	Sciences typically have 1/1 with 1 graduate course -Others typically have 2/2 with some graduate courses -There are some three course models	Likely to increase by 1/3 (with 2/2 load) or by 1 cr (with 3/2load)	Better teaching load? (variable)		
<b>Contact time per class</b>	196 min (3x65) OR 210 min (2x105)	A&S 150 min (3x50) OR 160 (2x80) Engineering 4 hr (2x2) Health sic 9 hr(3 lecture+3 lab+3 clinical)	150 min (2x75) OR 3x50)	Typically: Three days a week, 50-minute classes Two days a week, 75-minute classes One day a week, 2-1/2 – 3 hour classes Labs are in addition to above	- A 4x4 with 12 real contact hours reduces student-faculty contact F10	"Seat time" did not change (150 minutes = 4 pts)	- 1 course (or course unit) is about 3 cr hrs -Some courses with labs are 1.5 course units - Freshmen: 4 courses/term -Upper level students: 5 courses/term (claimed). -Engineering: 5 courses/term..	- Courses are given 1 course unit - 1st yr Languages: 1.5 - Labs are incorporated into courses with 1 cu - Most students:4 or 4.5 courses

<b>Class sizes</b>			Much smaller than GW's	-Writing: 12 -Seminar: 15-18 - Introductory courses: 300 -Mean: 35-50				
<b>Double majoring</b>	More difficult by 4x4	More difficult by 4x4 - may take additional year	Easily done - including minors	Many students double major	More difficult to double major	Double majoring / minoring has been on increase	Double Majors seem to be common	Double majoring possible (perhaps common)
<b>General education / curriculum</b>	Seems to be not deeper than before	Two general curriculum to choose from: Core and General (core is a more challenging and integrated series of courses) - Capstone course: few		Adopted Curriculum 2000 (revised it in 2004) to focus on more value-added curriculum	Difficult to connect the 4x4 curriculum with a meaningful discussion of a comprehensive core curriculum	-Curriculum no longer has any gut courses - More focused curriculum		- General Curriculum Requirements are less proscriptive and more pervasive - Must take a certain number of courses from each division of college - Limit on number of courses taken in any given department
<b>Current concerns / issues</b>	-Loss of flexibility and diversity -Engineering thinks about changing to 3x5 -Good advising is more crucial in 4x4 -Hard to have new courses due to tight facilities -Classroom shortage issue	-Engineering find 4 courses inadequate - School of management (at MBA level) returned to 3x5 -Classroom shortage issue	- Classroom shortage issue	Curriculum 2000 led to room scheduling issues	<u>Specific to German Dept</u> - Compromises the content-ability of the program - Faculty spent 3 years to revise its curriculum under 3x5 - Not clear how AP credits impact the majors - Adverse impact on the internationalization component of program	Mix of # of credits (points)/ course depending on school: Cross-school activity a bit awkward because of different point systems (e.g. Physics; School of Ed; upper level School of Business – still 3 or 5 credits)		

<b>How much students study per week</b>	Not clear - students think 12-15 hr or less	Self reported hours students spend studying is the same as at GW						
<b>Some specific observations/ comments</b>	<p>-Their 4-cr courses are very close to GW 3-cr in demand - Students often neglect one course in the 4x4 as they do in the 5x3</p>	<p>-Very few experimental courses          Students heavily involved in extracurricular activities          -Students often neglect one course in the 4x4 as they do in the 5x3</p>	<p>Their top majors are identical to GW's:          International Affairs, Political Sci and Biology          -Significantly smaller classes than GW</p>	<p>-Engineering majors with no AP course take 4.5 to 5 courses per semester          -No ABET accreditation problem: ABET focuses on course contents and percentage of courses taken in engineering.          -¼ credit classes for music performance</p>	<p>-Majors with a 10 course requirement reduce educational options.</p>	<p><u>School of Education</u>          -Currently debating whether, how, and when to move to 4 pt. system. Their reasoning:          • Advantages:          -Standardize with rest of university          -Attract students from other schools          -Redo current byzantine curriculum structure          • Disadvantages/ objections:          -Faculty says students not getting enough in-class time as is (professional school)          -Require major curriculum review first          -Faculty teaching loads unknown (sensitive)</p>	<p>Honors Program small (100 new students per year):          - Honors Sections of regular courses</p>	<p>- Faculty willing to combine material from multiple subjects in single course          - Honors Program: 3 Honors Seminar &amp; Oral Exam          - Swarthmore is in top among liberal arts schools providing students to PhD Programs</p>

<b>A 5th course for students / electives</b>	Students like to take a 5th course if possible	-15-20% of students take a 5th course - few elective choices	Lots of elective space: core 11 points (courses), most minors 10 points -After freshman yr students can take a 5th course	About 20-25% of students take 5 courses/semester				
<b>Internship/Coop</b>		Usually no credits for internship		- Most students do internship -Limit of one outside internship -No coops			Students were much more focused on campus activities than at GW.	Students were much more focused on campus activities than at GW.
<b>Course transfer</b>				- 1 on 1 from other schools -Students studying abroad: 5 classes in a 5 x 3 count as 4 x 4 at Trinity - 2 classes transfer from domestic				
<b>Tuition</b>				Same regardless of number of courses		Flat tuition for 12-18 credit hours		

<b>Engagement</b>			<p>-No quantitative evidence but many qualitative markers like research projects, experimental courses, summer scholar program</p> <p>-Interest in pedagogy and community building</p>	<p>They feel they have deep engagement now</p>	<p>Breadth vs. depth? Faculty research scores low with German alumni and they heavily favor a broad liberal arts education.</p>		<p>Curriculum system reflected different values, values that capture both the importance of academic education and the way in which such an education engages the larger society.</p>
<b>General Comments</b>	<p>-We believe that the 4x4 offers an opportunity for major educational change.</p> <p>-The 4x4 means very different things on the three different campuses we visited.</p> <p>-A thoroughgoing transition in which there is more than a mechanical conversion of 3- to 4-credit courses will be complex and time-consuming.</p> <p>-The 4x4 doesn't suit all students.</p> <p>- The 4x4 does not suit all faculty.</p> <p>-We saw no hard evidence of greater educational engagement at these institutions than at GWU.</p>		<p>- Students generally supported 4x4</p> <p>-Graduate courses all 3 semester hours</p>	<p>-A 4x4 curriculum does not necessarily lead to a more efficient use of faculty resources, it may do great harm to the academic integrity</p> <p>-There may be a greater demand for increasing the number of faculty.</p> <p>'-Examine the following issues by moving to 4-4 :</p> <p>-What problems are we attempting to solve?</p> <p>-How have these problems manifested?</p> <p>-How did these problems come about?</p>	<p>Financially sound? (presumably)</p>	<p>This system is arguably more flexible than GW credit hour system</p> <p>-Academic experience at Penn is not radically different from that at GW</p>	<p>Academic experience at Swarthmore is very different from what we do</p> <p>- Intensity of coursework</p> <p>- Willingness to combine topics in single class.</p> <p>--Statics &amp; Dynamics</p> <p>--Macro &amp; Micro prin</p>

<p><b>What GW needs to do if it goes to a 4x4</b></p>	<ul style="list-style-type: none"> <li>-To engage in a systematic campus-wide undertaking to craft pedagogies, curricula, and learning communities. This must include a rethinking of the GCR.</li> <li>-To build in flexibility so that double majoring, interdisciplinary study, and disciplines (e.g. engineering) with ranging requirements can be accommodated.</li> <li>-To ensure an excellent advising system.</li> </ul>	<ul style="list-style-type: none"> <li>- Must have faculty buy-in</li> <li>-Explain to faculty and students the logic behind it</li> <li>- Make sure something happens; that is, ensure classes are rearranged to reflect 4 x 4 and other curriculum changes that may accompany it</li> <li>-Watch out for negative coalitions</li> <li>-Ensure faculty understand the vision (e.g., student engagement)</li> <li>-Build in mandatory review in five years</li> <li>-Programs like FOCUS 1st yr small group seminars) couldn't happen without 4 x 4</li> </ul>				
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