

TO: TASK FORCE ON GENERAL EDUCATION
FROM: BILL JENKINS, CHAIR
DATE: 7-12-94
SUBJECT: OUR FIRST MEETING -- WEDNESDAY, JULY 20TH, 3 PM IN
A&S CONFERENCE ROOM

Congratulations on your appointment to this extremely important committee! I am looking forward to working with each of you in the upcoming year. Much of our work will revolve around the selection of a model or models for the implementation of the goals passed by the Academic Senate this past June. Although I do not anticipate meeting very much this summer, it is important that we have this kickoff meeting to get to know each other, to share some observations, to acquaint ourselves with some reading and viewing assignments, and to take a look at the year ahead.

I have enclosed a copy of what the Senate passed in June for your review prior to Wednesday.

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TO: GER TASK FORCE
FROM: BILL JENKINS, CHAIR
DATE: 9-13-94
SUBJECT: FIRST MEETING ON THURSDAY, OCTOBER 6TH, AT 3:30 PM IN
DEAN OF ARTS AND SCIENCES CONFERENCE ROOM

- AGENDA:
- 1) Meeting dates for fall. The only possible times without major fallout of members are Thursdays from 3:30 to 5:00 pm, and Mondays from 1:00 to 3:00 pm.
 - 2) Review of models received. If you have finished your one-to-two page summary, please forward it to me.
 - 3) Discussion of goals for year and use of provost funds for speakers. Potential goals include education of committee, education of faculty campuswide, selection of a model, senate campaign for adoption.
 - 4) Discussion of readings.

Conferences in October and November. See earlier memo about the conference in Savannah on October 27th to 30th and the one in Washington, D.C. on November 4-5. Please contact me asap (no later than September 22nd) if you wish to go.



GER TASK FORCE MEETING MINUTES

Date: October 6, 1994

Present: Driscoll, Funk, Hoover, Jennings, Maraffa, McMahon, Mullins, O'Neill, Palmer-Fernandez, Singler, Tingley, White, Hugenberg, Jenkins.

Absent: Anderson, Mistovich, Beckett, Multari.

Secretary: Anne McMahon

Jenkins, Chair of the Task Force, called the meeting to order at 3:30 p.m. in the Dean's conference room of the Arts and Science College. There were no minutes of the previous meetings. Jenkins asked that someone volunteer to serve as secretary for the meeting. McMahon volunteered. There was discussion about rotating the position and about trying to hire a secretary. McMahon volunteered to take minutes at all meetings she was able to attend; Mullins volunteered to manage the electronic communications to the members. An electronic bulletin board (Usenet news group) has been set up to make our deliberations widely available and to provide an avenue for comment from interested members of the larger community.

Membership Issues:

Jenkins announced that the two student members have been replaced; both students had opportunities arise that required them to rotate off the task force. Two new students, Todd Beckett and Joe Multari have been appointed. Jenkins indicated that both students needed to set up e-mail accounts; Mullins said he would set the accounts up as soon as he received the students' ID numbers.

Meeting Schedule and Calendar of Activities:

Jenkins discussed the meeting times for the committee. Two time periods entail the least number of conflicts: Thursday from 3:30 to 5:00 and Monday from 1:00 to 3:00. After discussion, the group decided to rotate meetings between those two time periods.

Jenkins suggested a schedule of activities for the fall quarter; the group discussed it and agreed on the following:

Fall quarter will be committed to educational activities for the members of the task force.

Members will review and study the models collected and continue reading literature related to general education.

Members will attend conferences. Jenkins and McMahon will attend the meeting of the Association for General and Liberal Studies (October 27-30). The association is composed of directors of general education programs throughout the nation. Jenkins, Maraffa, White, Tingley, and Singler will attend the November (4th & 5th) conference of the American Association of Colleges and Universities. The seminar is on the politics of curricular reform, conducted by Dr. Jerry Gaff.

Dan O'Neill will provide a Critical Thinking Workshop so that the members can be exposed to it. (Monday, Oct. 24th 1:00 to 3:00)

When the members return from the November conference the task force will meet and discuss what further is needed for its education. Members attending conferences will bring materials for everyone. The committee will meet on Thursday, November 10.

Task Force Reviews of GER Programs:

Jenkins circulated summaries of the GER Models of other universities that had been submitted by task force members. He urged members whose summaries were not yet in to submit them as quickly as possible. Jenkins and Anderson had written an additional 15 to 20 schools requesting information and asked that members of the group each take an additional one of these to summarize. A deadline of two to three weeks was set for submitting the summaries. Jenkins also requested that members return the full package of materials sent by the schools to him so that we can create a library of information. It is expected that these materials will need to be reviewed in greater detail at a later time. The center for the task force materials has not yet been set; until it is, materials should be sent to Jenkins.

Discussion of the materials:

Jenkins suggested that members begin the discussion by sharing their general reaction to the readings, the advice that seemed especially pertinent, and the themes that seemed significant. The following items surfaced in discussion:

- A. The GER system should be compatible with the goals passed last year.
- B. Two general types of models repeat in the readings:
 - 1) one model is a predetermined set of courses that everyone takes.
 - 2) another set of models is composed of cluster systems in which courses are grouped into categories and within categories their are options. There were several types of categorical schemes.
 - 3) A combination of the two types of models is possible.
- C. There were other types of models in the readings: philosophical models, organizational models, delivery models.

- D. The literature is steeped in tradition; computers are rarely mentioned yet they must surely be a significant dimension of the GER discussion today; the way the literature discusses how students gather information also seems not to be current. Tradition should not be the only decision factor the task force considers.
- E. GER courses and programs tend to be strongly interdisciplinary.
- F. Students may assess relevance and significance of a course to needs differently from faculty. Faculty may use such criteria as tradition, requirements for graduate education, etc. Students may attend more to the delivery system of instruction or to the immediate connections to an employment situation or other current life experience.

The advice in the literature that was mentioned as helpful included:

- a. how to encourage participation by everyone in the GER process;
- b. the significance of administration support and action;
- c. the importance of continuously monitoring the program and securing feedback from students and faculty;
- d. the importance of using regular full-service faculty to teach GER courses;
- e. fostering the attitude that it is a privilege to teach GER courses;
- f. how essential it is to change the culture of the university and the attitudes of its people--the task force will need to develop steps and materials to educate the campus.

Jenkins suggested that the discussion session end by identifying things about YSU in particular that might be particularly salient to the task force agenda. GER programs that succeed are institutionally specific. The following items emerged in discussion:

- A. YSU serves a large number of nontraditional students and students who hold full time employment in the community. They attend part-time, have life experience not characteristic of traditional full time students. Assessing their needs and getting feedback will be necessary.
- B. YSU's enrollment numbers are likely to be a bit smaller and the population of students is likely to be more diverse than is now the case.
- C. YSU has key cultural elements set by administrative emphasis on research and by the use of numbers and student credit hours to determine rewards and opportunities for programs. Those practices cause GER to be viewed significantly in terms of turf and rewards both for departments and for individual faculty. Changing the culture will require changing the reward structure and the related administrative definitions of performance.
- D. The individuals who populate YSU's culture are likely to undergo significant change due to early retirements and new hires. Inclusion of GER criteria into

the selection and retention process for new hires will be as necessary as the inclusion of research goals and criteria. This cannot wait until new **hires** are in place.

- E. YSU has a relatively small faculty; GER will not be a program that leads to an increase in faculty size. Greater instructional demands will be made on the same number of individuals.
- F. At YSU, the GER program has a zero-sum relation to all other activities on campus. There will be no additional faculty or unit created. It's funding competes with all other funded activities.
- G. The GER program at YSU will be internally developed.
- H. How the task force frames the purpose and discussion about GER will seriously affect the response to it. Whatever model is chosen, it must be animated and given vision by the discourse surrounding it.
- I. This GER process will take years. Choosing a model is only a beginning. Cultural change must occur; educational activities must occur; and the program activities must be reviewed, **re-examined** and modified continuously.
- J. It may be appropriate to consider re-establishing an instructional development office to locate responsibilities for certain program activities: **e.g.** campus education, feedback solicitation and analysis, support activities for faculty.
- K. **The GER** task force should review assessment results of our current GER requirements, how students are distributed in programs, and how students use options in our current requirements system.

Adjournment: Jenkins adjourned the meeting at 4:57 p.m.



GER TASK FORCE MEETING MINUTES

Date: October 24, 1994

Present: Beckett, Driscoll, Funk, Hoover, Jenkins, Jennings, Maraffa, McMahon, Mistovich, Mullins, O'Neill, Singler, Tingley.

Absent: Anderson, Hugenberg, Multari, Palmer-Fernandez, White.

Secretary: Anne McMahon

Jenkins, Chair of the Task Force, called the meeting to order at 1:00 p.m. in the Dean's conference room of the Arts and Science College. The minutes of the previous meeting had just been circulated to the members via e-mail so the group decided to wait until the next meeting to approve the minutes. They were posted on an electronic bulletin board (Usenet news group) so that our deliberations are widely available and so that interested members of the larger community have an avenue for comment and input.

Membership Issues:

Jenkins circulated a new list of members to the group and asked that everyone check the information for accuracy. There were several errors in the phone numbers due to individuals having changed offices. Jenkins will correct the list and circulate it again at the next meeting.

Meeting Schedule and Calendar of Activities:

Jenkins announced that he has rescheduled the next meeting for Thursday, November 17 from 3:30 to 5:00; he has developed a conflict with the November 10th date.

Jenkins reminded members to submit the abstracts of the materials on GER programs at other universities. We need to circulate and study them for our next meeting.

Jenkins suggested that individuals who are attending the two conferences remain after the meeting today to discuss details of the trip arrangements.

Workshop on Critical Thinking

Jenkins introduced Dan O'Neill who had prepared a discussion of critical thinking as it is reflected in recent literature. He discussed critical thinking as a competence skill and as a pedagogy. He engaged the group in a discussion of what critical thinking and related pedagogy might mean in their individual disciplines. Following that discussion, Randy Hoover outlined the assumptions that underpin critical reflection as a particular theoretical approach to education.

Members of the task force discussed the topic after the presentations. It was pointed out that since critical thinking is included as a component in the goals of GER at YSU as adopted by the Faculty Senate last year, we need to continue a dialogue about how it is a part of the educational process. The discussion about critical thinking focused on the following dimensions: critical thinking as the reasoning process; critical thinking as a teaching pedagogy and as a learning process; the objectivity and subjectivity components of critical thinking; warranted truth claims and decisional outcomes; and the relation of critical thinking to self interest and other motivation issues.

Adjournment: Jenkins adjourned the meeting at 2:45 p.m.



GER TASK FORCE MEETING MINUTES

Date: November 17, 1994

Present: Anderson, Funk, Jenkins, Jennings, Maraffa, McMahon, Mullins, O'Neill, Singler, Tingley, White.

Absent: Beckett, Driscoll, Hoover Hugenberg, Mistovich, Multari, Palmer-Fernandez.

Secretary: Anne McMahon

Jenkins, Chair of the Task Force, called the meeting to order at 3:40 p.m. in the Dean's conference room of the Arts and Science College. The Chair, Jenkins, circulated an updated roster of the task force membership and a list of all the programs at other universities that the group has on file. He also circulated copies of program summaries that have been completed by the task force members.

Presentation of summaries of conferences:

Jenkins thanked the members who attended the meeting of the Association of American Colleges and Universities and the conference of the Association of General and Liberal Studies. As scheduled, the members of the task force who attended one or both of the conferences during the past month made brief presentations of important issues. In addition, each member prepared summaries of the conference sessions they attended; copies of these were circulated and are available to anyone who wants them. The main points discussed are as follows:

Jenkins discussed a session on Myth and Metaphor. In particular, he addressed how metaphors can frame general education programs and issues. He suggested we look for a common metaphor for our discussions and reminded us of the one already in use by the university: Exceed your Expectations.

Tom Maraffa outlined key changes that an effective general education program will create in how other things are done. He identified changes in faculty time allocation, advising, informational gathering and assessment, and changes in the major, administrative commitment, and the university culture.

Charles Singler discussed various stakeholders involved in general education. He analyzed the role of administration efforts in promoting the program and reminded everyone that this is not an arts and science program, but an all university issue.

Nancy White addressed the connection of general education to the major. She argued for coherence within the major and between the major and the rest of education. She also argued for involving more people very soon. Finally, she specifically addressed the issue of developing grants for financial support.

Stephanie Tingley addressed the development of curricula that focuses on cultures, international issues, and diversity. She argued that a strong curricula involves the major as well as general education. The curricula needs to develop how to deal with goals 10 and 12 that the senate passed.

Anne **McMahon** addressed issues of assessment. She suggested using local assessment devices, taking a TQM approach, and urged that assessment and faculty evaluation be kept separate. Assessment activities should be educational, integrated with existing activities, and should require interaction.

Discussion

The members discussed the summaries and reviewed where it is in its agenda. Jenkins reported that he joined the Association of American Colleges and the Association of General and Liberal Studies. He also joined a network of general education administrators being set up by Dean Hinni . He also suggested that it was time to review our strategies . He had assumed that we needed to select one specific model, but now he felt we could proceed without having chosen one model. The members discussed what else it needed to know. Members who did not attend the conferences were urged to take an opportunity to do so if one arose at a later time. All members found the conferences very educational. The members discussed how important it is to get others involved. They also talked about how to get feedback and to get information out to the university at large.

Next Meeting: The next meeting is Monday, November 28 from 1 to 2 in the afternoon. The agenda is to pull together how we are going to proceed.

Adjournment: Jenkins adjourned the meeting at 5:00 p.m.



GER TASK FORCE MEETING MINUTES

Date: November 29, 1994

Present: Beckett, Funk, Hoover, Hugenberg, Jenkins, Maraffa, **McMahon**, Mistovich, Mullins, O'Neill, Palmer-Fernandez, Tingley.

Absent: Anderson, Driscoll, Jennings, Multari, Palmer-Fernandez, Singler, White.

Secretary: Anne McMahon

Jenkins, Chair of the Task Force, called the meeting to order at 1:00 p.m. in the Dean's conference room of the Arts and Science College. The minutes of the previous meeting had not yet been circulated to the members via e-mail so the group decided to wait until the next meeting to approve the minutes. The members discussed how to access the minutes on newsnet.

Discussion:

Jenkins outlined two tasks for the group to discuss. The first is that general education is not a separate entity from the major and from the professional schools. The task force needs to connect with the majors to get feedback. The second is that we need to provide some education (workshops, speakers or whatever) to the rest of the faculty on campus regarding what general education is all about.

After an hour's discussion about how to communicate with the majors and about how to develop educational opportunities regarding general education, the following consensus emerged:

The task force will develop an information packet about general education to distribute to faculty. It will request a meeting with each major program or department to discuss the information, to answer questions, and to solicit feedback. At the meeting a handout will be distributed **asking** for feedback regarding how the goals of the major relate to the goals of the senate for general education and asking where their majors are strong or weak with regard to the goals. One member of the task force will attend the meeting as liaison to that program.

The committee agreed to schedule a meeting to work on what material should go into the information document. Members should come prepared to say what specific things they think should be included.

Next Meeting: December 12 at 2:00 p.m. in the Arts and Science Dean's Conference Room

Adjournment: Jenkins adjourned the meeting at 2:00 p.m.



Youngstown State University / Youngstown, Ohio 44555-3452
Department of History
(216) 742-3452

TO: GER TASK FORCE
FROM: BILL JENKINS
DATE: 11-30-94
SUBJECT: NEXT MEETING

The GER Task Force will meet on Monday, December 12th, at 2 pm in the A&S conference room. At the last meeting we decided to put together a 3 to 5 page letter of explanation, which would include important definitions, terms and concepts, as well as general directions in which we seem to be headed. This letter will go out to all faculty, and a member of the Task Force will attend each departmental meeting to answer questions. On the 12th we will discuss what we think needs to be included in the letter.

Accessing **Usenet** Newsgroups at YSU
including
Discussion and Minutes of the Task Force on General Education

The minutes of meetings for the Task Force on General Education at YSU are being posted electronically for open discussion in the University community. Discussion of any related topic is also appropriate in this group. This is likely to be the most effective means of **communication** many members of the faculty, and most students, will have with the **committee**. Additional local discussion groups that may be of interest include: academic senate, research grants and student government.

A brief reminder about terminology: **Internet** refers to an international network of tens of millions of subscribers. **Usenet** is the Internet's **bulletin board** system. **Usenet** is often called **netnews** or **network news**. Internet is the **carrier** for the news or **articles** that are posted. An item you read in this system may have been posted **from** anywhere in the world. Your response would travel outward like a wave, eventually reaching each computer on the Internet. Your response would be available for anyone in the Internet community to read. Electronic mail or **e-mail** is a direct form of communication, more like sending a postcard than broadcasting a response.

The local newsgroups or bulletin boards that are listed under "ysu" do **not** get broadcast to the entire Internet. The original article and your reply would be limited to the YSU community and **Youngstown** FreeNet subscribers. This is the intended discussion group for the GER task force.

ACCESSING **USENET/NETNEWS** at YSU

Access is easiest for those with a YSU or YFN (Youngstown FreeNet) account and a computer or terminal to facilitate the connection. YFN provides a keystroke based menu-driven interface for reading and posting articles. Many faculty have YFN accounts which they access **from** their homes and, sometimes, their offices.

Some faculty have UNIX accounts, either with the Computer Center or the **C&IS** department. Many different newsreaders and e-mail systems are found on UNIX systems: tin for news and pine and elm for e-mail are common at YSU. For more information on one of these systems **contact** me or the Computer Center help desk. Some CC publications you might want to have a copy of are:

Dial-In Communications
YSU Mainframe Account
Internet at YSU
Using **Meshel** Hall 301,302 & 303

Usenet on the Mainframe
Usenet on **Unix**
E-Mail Using Pine (UNIX1)
E-Mail Using CMS (Mainframe)

Other faculty have easy access to the **mainframe** through a terminal or using a PC(IRMA card or modem). At the command prompt (Ready;) type the command "**NNR**". This invokes the **NetNews** Reader program which then sets up a function key based menu driven interface. Each part of this system has a help screen to describe the function key commands in more detail, just press **PF1**. To locate the GER group, move the cursor (using the directional arrow keys) to the word "ysu". YSU is currently the last item available for selection. Press the PF4 (New-News) key. **NNR** will then list each of our local YSU newsgroups, showing its **full** name, the number of articles available and an indication whether articles must be cleared by a moderator ("m" as opposed to a "y"). For example:

```

*** NNR/VM (S 1.3.4) ***           "news" SHLI/Groups
Power OFF (Groups=1/25)
ysu.acad-senate      0      m      |(no articles available, moderated)
ysu.gen_ed           3      Y      |(3 articles, "Y" yes you can post)
ysu.student-gov     4      Y      |(4 articles)

```

Move the cursor to "ysu.gen_ed" and press PF4 (Headers). NNR will compose a summary list of **all** the articles available in that group. The summary is composed of the e-mail address of the author of the article followed by the Subject line of the article. This screen is supposed to help you choose an article of interest, however, some e-mail address are nonsense and subject lines are sometimes missing or misleading. Take your best shot.

```

*** NNR/VM (S 1.3.4) ***           "news" Headers
ysu.gen_ed (Articles=1/3)
mullins@cis.yzu.edu      . GER Task Force Minutes 10/6/94
mullins@cis.yzu.edu      . Welcome
mullins@cis.yzu.edu      . Minutes 10/24/94 (Critical Thinking)

```

Move the cursor to the article to be read and press PF2 (Article). The article will appear on the screen. To move up or down, press PF7 or PF8, respectively. TH OUGHTOUT THE SYSTEM, USE PF3 TO QUIT. Keep pressing PF3 until you go back to the level you want to be at - eventually the CMS eady; prompt.

To respond to an article you are reading, press PF5 (PostMail). NN display the following screen with information about the article that prompted the response:

```

*** NNR/VM (S 1.3.4) ***           "news" Post(1)

Posting is setup in multiple stages. Stage 1 (this stage) requires
you to select how the article is to be manipulated. Please select
one of the PFKs listed below.

Path: news.yzu.edu!enterprise!mullins
From: mullins@cis.yzu.edu ( )
Newsgroups: ysu.gen_ed
Subject: Minutes 10/24/94 (Critical Thinking)
Date: 3 Nov 1994 20:50:53 GMT
Organization: Youngstown State University--Computer and Information Sciences
Lines: 70
Message-ID: <39bifd$xf@news.yzu.edu>
NNTP-Posting-Host: enterprise.cis.yzu.edu
X-Newsreader: TIN [version 1.2 PL2]

Previous POST file exists, either "Resume" or "ERASE"
1= Help      2=          3= Quit      4=          5=          6= Resume
7=          8=          9= Followup 10= Mail    11= Reply   12= ERASE
====>

```

NNR is indicating that it knows you posted something before and it wants to know if it should resume composition of the earlier letter or throw it away and start a new letter. Normally you would press PF12 (Erase) to start **from** scratch. You then have three choices: PF9 (Followup) allows you to compose an article to be shared with all other newsgroup readers; PF10 (Mail) allows you to send an electronic copy to someone else; and PF11 (Reply) allows you to send electronic mail directly to the article's author. To "mail" you will have to supply the e-mail address of the recipient - use the "@" symbol NOT the word "at". If you choose to post, NNR shows you **information** about the article you are creating:

*** NNR/VM (S_1.3.4) ***

"news" Post(2)

Posting is setup in multiple stages. On this screen you are required to fill in the highlighted fields and make any modifications to the header area. When the needed information has been supplied please select from the PFK list below.

From: FC137501@ysub.yisu.edu (Paul M. Mullins)
Newsgroups: ysu.gen_ed
Subject: Re: Minutes 10/24/94 (Critical Thinking)
Organization: Youngstown State University
Keywords:

The following is an Auxiliary Posting Field (Not normally needed.)

>
1= Help 2= 3= Quit 4= 5= Edit 6= Send
7= 8= 9= 10= 11= 12=
----->

These items can be changed (e.g., the Subject line), but you will typically just press PF5 (Edit) to create your article. The entire article that prompted your response will be "quoted in your follow up article. It is up to you to delete irrelevant lines. Quotations appear with an offset character in the leftmost position. To see the entire article you must use PF7 and PF8 to move around within it. For example:

*** NNR/VM (S_1.3.4) ***

Posting to ysu.gen_ed

* * • Top of File • • *

In article <39bifd\$xfe@news.yisu.edu>
mullins@cis.yisu.edu () writes:

>
>
>
>GER TASK FORCE MEETING MINUTES
>
>Date: October 24, 1994
>
>Present: Beckett, Driscoll, Funk, Hoover, Jenkins, Jennings,
1= Help 2= Add line 3= Quit 4= Sign 5= Save 6= ?
DMSXGT564W EOF reached
DMSXCG5171 71 occurrence(s) changed on 71 line(s)
----->

X E D I T 1 File

Note that only the first few of many lines are currently displayed on your screen. You then add, delete or modify lines to create your own article. Although you have the full power of XEDIT available, you only need a few keys. The screen is setup to allow you to "type over" whatever is there; this is similar to most word processors after pressing the Insert key once. Lines can be added by pressing PF2 and deleted using PF9 AFTER locating your cursor appropriately. When completed press PF5 (Save) to indicate that you are done. Of course you can press PF3 to quit - XEDIT remind you to type the command QUIT if you have modified your file.

PF5 (Save) will return you to the previous screen. Again, you may quit, or press PF6 (Send) to post the article. NNR will pause before printing "Article posted just above the menu prompts. Use PF3 to return to reading the article.



GER TASK FORCE MEETING MINUTES

Date: December 12, 1994

Present: Beckett, Driscoll, Funk, Hoover, Hugenberg, Jenkins, Jennings, Maraffa, McMahon, Mistovich, Mullins, O'Neill, Palmer-Fernandez, Singler, Tingley.

Absent: Anderson, Multari, White.

Secretary: Anne McMahon

Jenkins, Chair of the Task Force, called the meeting to order at 2:05 p.m. in the Dean's conference room of the Arts and Science College. The minutes of the previous two meetings were accepted as submitted. Jenkins passed out forms and asked that members record their schedules for next quarter.

Discussion of the materials to be sent to the faculty:

Jenkins asked members to suggest items that should be included in the packet of information to be sent out to other members of the university as decided at the previous meeting. The following items were suggested:

- A. A definition of general education requirements
- B. A sense of the range of existing models for general education programs--i.e. from a distribution system to a strong core system
- C. A brief history of the national trends, including studies and concerns of accrediting bodies
- D. The list of principles from the Strong Foundations text
- E. A selected reading list
- F. The introduction section from the 50 hours program
- G. A list of the members on the task force
- H. The goals for our general education program passed by the Senate last year, including the preface
- I. A statement that communicates why the old model we use won't achieve those goals
- J. Some idea of what comes next and a general time table

Several members of the task force volunteered to get a draft of the information handout together by early to mid January for review by the task force.

The members discussed what we envision happening at the meeting with each department or program after the information handout is circulated. Each meeting will include one representative of the task force who will:

- A. Answer questions regarding the information sheet;
- B. make a statement about what **the** task force is **asking** the faculty to do, i.e. give us the ways in which the program currently meets the general education goals;
- C. communicate that the goals cannot be fulfilled fully by the GER courses alone;
- D. circulate a form that might assist the faculty in giving us information about their programs.

The members agreed that we would try to schedule the meetings and hold them by the end of February and ask for the responses by the end of March. The responses will be compiled in April.

Upcoming meeting with President Cochran:

Jenkins reported that the President has announced that YSU will go to a semester system at some time. He will come to talk with our task force about that issue. The task force agreed that it does not have any position on whether that change is desirable or not. However, the task force does believe that the change to semesters should coincide with the revisions to the GER program so that curricula do not have to be revised twice. The task force estimated that the GER system could not be in place before Fall 1997, and a more realistic date is 1998. Jenkins agreed to ask the President what he wants of us and the task force will schedule a meeting to prepare our agenda for meeting with Cochran.

Task force schedule of activities:

The first meeting in January will focus on reviewing and revising the information document to be circulated. The document should go to departments by the end of January. A later meeting will be devoted to a discussion with the president regarding our needs and his plans for switching to a semester system. The task for members will also be meeting with departments during Winter Quarter in February. Tom **Maraffa** and Nancy White will be **working** on their analysis of current transcripts. In March, the task force will review the results of the information received from the various majors and programs. Spring Quarter will be devoted to discussing possible models for YSU's GER program.

Adjournment: Jenkins adjourned the meeting at 3:15 p.m.