

## INTENSIVE RECORD 1-2-02

### COLLEGE OF ARTS AND SCIENCES

\ Africana Studies –

American Studies – 1 WI (154), 1 CT (176)

X Biological Sciences – 1 WI (207)

X Chemistry – 2 course proposals for WI (313) and 2 for CT (314) are in circulation

\ CSIS – 1 WI (248)

X Economics – 3 WI (196, 197, 202), 2 CT (214, 275) *Review for CT*

X English – 7 WI (180, 181, 182, 183, 184, 185, 186), 2 returned WI (221, 222), 1 CT (236), 2 returned CT (237, 238). *OCF English stuff on way*

√ Environmental Studies – 1 WI (190), 1 CT (191), 1 OCI (178).

" Foreign Languages – 2 WI (208, 270) and 2 WI (295, 296), 2 OCI (269, 297)

√ Geography – 4 WI (195, 225, 239, 246), 3 OCI (199, 210, 247), 1 CT (213)

\ Geology – 2 WI (143, 144), 2 OCI (145, 146) *2 CT outside dept.*

X History – 6 CT (19, 21, 23, 25, 32). 3 WI (298, 299, 300).

√ Mathematics – 2 WI (174S, 223M), 3 OCI (173M, 175S, 198M), 2 CT (264, 266)

X Philosophy – 2 CT (179, 258), 1 OCI (272)

√ Physics – 2 CT (216, 315), 1 OCI (211), 2 WI (273, 312).

Political Science – 1 WI (209). 1 CT (241). 1 proposed CT (342).

X Psychology – 3 WI (194, 262, 268, 284), 1 OCI (260), 1 CT (267)

X Sociology – 1 WI (53). 1 CT (135)

X Anthropology – 1 WI (59). 1 proposed CT (990322)

*outside dept. / in 1-3 weeks*

## **COLLEGE OF BUSINESS**

✓ Accounting – 1 OCI (285), 3 WI (286, 287, 288), 4 CT (290, 291, 292, 293)

✗ Management – 1 OCI (250). Under consideration 1 WI (337), 1 OCI (336), 1, CT (338).

Marketing      1 WCF      1 OCI      1 CT

## **COLLEGE OF EDUCATION**

Counseling

EdAdmin, Research & Foundations – 1 WI (150)

Teacher Education

## **COLLEGE OF ENGINEERING AND TECHNOLOGY**

✗ CEEGR – 1 CT (141). 1 OCI under consideration (330), 1 CT under consideration (335), 2 WI under consideration (334, 343)

✓ ECEGR – 2 WI (192 and 255), 2 CT (254, 280), 1 OCI (240).

✓ MEEGR – 2 WI (228, 229), 2 CT (231, 232, 234), 2 OCI (230, 231)

✓ ISEGR – 2 WI (244, 252), 2 CT (308, 309), 2 OCI (245, 253).

Technology --

## **COLLEGE OF FINE AND PERFORMING ARTS**

✗ Art – 2 WI in circulation (331, 332)

kommunication – 2 OCI (3, 317), 3 WI (318, 319, 320), 1 OCI (329)

✓ Theater – 2 OCI (34, 35), 2 WI (310, 311), 2 CT (325, 326)

\$Telecommunication – 1 CT (12). 1 WI under consideration (333)

✗ Music – 1 WI (226), 2 CT (274, 324), 1 OCI under consideration (340), 1 WI under consideration (341).

## COLLEGE OF HEALTH AND HUMAN SERVICES

- ✗ Criminal Justice – 1 WI (251) <sup>?</sup>.
- ✗ Health Professions – Respiratory Care has 1 WI (227)
- ✗ Human Ecology – 1 CT (257), 2 WI (259, 282), 1 OCI (323), 1 CT under consideration (277)? *Need program by program*
- ✓ HPES – 1 CT (990301), 3 OCI (990304, 305, 306), 2 WI (990302, 303, 307)
- ✗ Nursing – 2 WI (282, 294). 2 CT (187, 188). 1 OCI under consideration (327), 1 returned OCI (219)
- ✓ Social Work – 2 WI (134, 142), 2 CT (116, 203), 2 OCI (80, 204)

**GENERAL EDUCATION COMMITTEE  
MEETING 1/11/02**

ABSENT: Pusch. New student to be appointed.

990334 – CEEGR 37161, Fluid Mechanics Lab, writing intensive. Jenkins pointed out that this proposal had not been returned.

990335 – CEEGR 3717, Hydraulic Design, critical thinking. The committee had returned the proposal asking for a better explanation of critical thinking in the syllabus and some indication of how the assignments related to critical thinking. Jenkins read a sentence added to the syllabus by Scott Martin, chair of CEEGR that said "Students will develop their critical thinking skills by learning to solve complex problems involving multiple steps and constraints." In general, the committee did not think that this statement adequately dealt with the request for more information on the syllabus. Phil **Munro** raised the issue of how much needed to be included on the syllabus. He believed that we had changed the standard and were not asking for too much. Sherri **Lovelace-Cameron** stated that she shared some of that concern. Tessier responded that she felt there was a need to communicate with the student about critical thinking and the assignments in a general way. She was not looking for an extensive description, but there was a need to explain to the student what was expected in this area. Jenkins added that there was a need to communicate to the student that critical thinking was being emphasized in the course, and that it was the thinking process and not simply applying scientific principles to problems without understanding that process. Future assessment of the critical thinking area meant that we needed to inform students and make them aware of how critical thinking was being implemented in a particular course. Ram Kasuganti defended the effort to ask for more information on critical thinking in the syllabus, and noted that it could be accomplished without being extensive. **Munro** moved, Young seconded, a motion to approve, but withdrew the motion at the request of Tessier. A straw poll was taken, and the majority agreed that CEEGR should be asked to provide a fuller description and indication of critical thinking exercises without imposing an undue burden or an extensive rewrite.

990338 -- MGT 3789, Operations Management, critical thinking. Kasuganti asked the committee to consider this course first. He provided a handout that included some sample cases, problems and exams **from** the class. The committee agreed that the cases constituted work on critical thinking, but the need to provide pertinent wording in the syllabus remained. Kasuganti promised to provide the appropriate changes for the next meeting.

990337 – MGT 3735, Communications for Management and Business, writing intensive. Kasuganti also provided a handout for this course highlighting what needed to be included in the syllabus. Initially, he believed that these assignments were apparent in the syllabus, but it was agreed that more direct wording was needed regarding the assignments.

990342 – POLSC 3702, American Constitutional Law, CT. Jenkins noted that this course had cleared the general education subcommittee of the **A&S** Curriculum Committee, but it had come directly to the committee without Shipka's review. It was agreed that Jenkins would ask for Shipka's review as soon as possible.

990343 – CEEGR **4881L**, Geotechnical Lab, WI. Jim Schrarner commented that the syllabus "does not reflect the attention drafting and revising promised in the proposal. He also was concerned about the lack of due dates. The committee agreed that the course should be returned for more development of the syllabus on the writing process and its implementation.

990344 – ENGL 3745, Online Text Workshop, OCI. Dan O'Neill approved of this course. The committee agreed that it was a good example of what faculty should submit. Tessier moved, Young seconded, a motion to certify. Motion passed.

Jenkins passed out timesheets for the spring quarter and a list of courses from Arts and Sciences that emphasized diversity. He asked representatives from each college to send the diversity list from each one in the next week. Representatives from **A&S** should also double-check Jenkins' work.

## **GENERAL EDUCATION COMMITTEE MINUTES 1/23/02**

ABSENT: Mosca, Riley, Young

Jenkins requested that each of the representatives from colleges other than Arts and Sciences survey their courses to determine which ones were diversity courses and send a file containing the list to [wjjenkin@cc.vsu.edu](mailto:wjjenkin@cc.vsu.edu).

990322 – ANTHRO 4801, Anthropological Thought, critical thinking. Jenkins pointed out that Dr. Allard had explained on the syllabus what forms of critical thinking were being done. Castronovo moved, Munro seconded, a motion to certify. Motion passed.

990337 – MGT 3735, Communication for Business and Management, writing intensive. Jenkins noted that the syllabus a discussion of the writing intensive goals, process and multiple assignments. Tessier moved, Gergits seconded, a motion to certify. Motion passed.

990338 – MGT 3789, Operations Management, critical thinking. The committee had returned this course because of the lack of a requirement statement on the syllabus, and a discussion of the goals and assignments in critical thinking. The committee liked the changes. Munro moved, Crist seconded, a motion to certify. Motion passed.

990341 – MUSHL 3772, Music History & Literature II, writing intensive. The committee has asked for more than one assignment, but Darla Funk pointed out that an earlier course had passed with only one assignment. Gergits spoke in favor of consistency. Jenkins pointed out that Darla Funk would be getting the 25% grade assigned to writing changed to 30%. If that change were added, Tessier moved, Kasuganti seconded, a motion to certify.

990342 – POLSC 3702, American Constitutional Law, critical thinking. The committee reviewed Tom Shipka's comments, and saw them as suggestions only. Munro moved, Crist seconded, a motion to certify. Motion passed.

990345 – FNUTR 4885, Practicum in Dietetics, capstone. The committee noted that the title on the cover page, Coordinated Program in Dietetics, was not correct. There was much discussion of how much in-class work was needed since the student was essentially involved in fieldwork. It was agreed that there was a sufficient amount. Crist moved, Pusch seconded, a motion to certify. Motion passed.

Jenkins reminded the committee about the AACU conference on General Education at Dallas, February 21-23. All expenses would be paid. Let him know so that arrangements can be made.

## **GENERAL EDUCATION COMMITTEE MINUTES 1-29-02**

ABSENT: Lovelace-Cameron, Tessier

Jenkins began a discussion about the designation of YSU as a Freedom Station and the possibility of having the Underground Railroad as a topic for next year in the general education program. He highlighted some of the possibilities that the Underground Railroad Committee had discussed, including having a book for all freshmen to read, sponsoring a Skeggs speaker, conducting tours of the houses connected to the Underground Railroad, encouraging art and graphics students to create a work of art related to the them for display on campus, etc. The Committee was very enthusiastic about the project. Jim Pusch suggested that it might be possible to extend it over two years rather than one. Jenkins indicated that he did not expect the Committee to do the work; he would assume part of the responsibility because of his position as Coordinator. He was hoping, however, that a variety of faculty would assume responsibility for specific parts. A consensus was reached to theme general education for at least one year, and possibly two.

Jenkins handed out the list of diversity courses. There were still some missing departments, and committee members mentioned some courses not included. Jenkins was to provide an update on the list, and discussion was to begin next Wednesday on what constituted a strong diversity course. Committee members could use the list to get a sense of what was out there, and to think about what type of course they wanted students to take.

990346 – MKTG 3740, Professional Selling, OCI. Dan O'Neill approved the course. The only problem cited was a lack of a statement indicating that the course satisfied the general education requirement. Gergits moved, Castronovo seconded, a motion to certify. Motion passed.

990347 – MKTG 4825, Marketing Management, WI. Jim Schramer approved except for the inclusion of information on the drafting and revising process in the syllabus. The application was to be returned to the department for revision.

990348 – MKTG Marketing Research, CT. The committee agreed with many of Tom Shipka's comments about the lack of sufficient definition of what critical thinking was in the Questions section and very little development of critical thinking as a theme of the course on the syllabus. Course was returned to the department for further development.

Because the English course proposals, 990237 & 990238, had not been placed on the agenda, Jenkins postponed consideration until next Wednesday when they would be taken up first.

## **GENERAL EDUCATION COMMITTEE MEETING 2-6-02**

ABSENT: Crist, Riley, Young

990237 – ENGL 3701, British and American Literature I, CT.

At its meeting of 8-14-02 GEC determined that there was not enough on the syllabus to indicate the nature and type of the critical thinking assignments.

990238 – ENGL 3702, British and American Literature II, CT.

At its meeting of 8-14-02 GEC determined that there was not enough on the syllabus to indicate the nature and type of the critical thinking assignments.

Jenkins pointed out that both these courses had applied for writing and critical thinking intensive certification. He recommended approving both courses. Castronovo moved, Tessier seconded, a motion to certify. Motion passed.

990333 – TCOM 2682, Scriptwriting for the Electronic Media, WI.

Jenkins noted that the committee initially had questions about the lack of drafting and the experience of faculty with drafting. The committee was pleased with the rewritten syllabus. Tessier moved, Lovelace-Cameron seconded, a motion to certify. Motion passed.

990340 – MUSCO 3715, Choral and Instrumental Conducting, OCI

Darla Funk had returned this syllabus after making it clear that this was an oral communication intensive course through the addition of statements regarding the goals, assignments, and the meeting of the intensive requirement. Castronovo moved, Kasuganti seconded, a motion to certify. Motion passed.

990349 – SPED 4831, Assessment & Referral in Early Childhood, OCI

Dan O'Neill approved this course, but the syllabus was lacking much explanation of the goals of an oral communication intensive course. Because of the lack of course proposals for committee members, Jenkins asked permission to return the course to the department with suggestions for improving the syllabus. The committee agreed.

990350 – SPED 4831, Assessment & Referral in Early Childhood, WI

Jenkins passed out Jim Schramer's comments indicating that the syllabus lacked a sentence regarding meeting the intensive requirement, and any goal statement. There are writing assignments. It was decided, since no one on the committee had received a copy of the proposal, that Jenkins would pass the comments on for the department to resubmit the syllabus.

990351 – FIN 4839, International Accounting & Finance, OCI

O'Neill had approved the course, but the committee had questions about the syllabus, which did have the sentence about meeting the intensive requirement, a goal statement, and oral assignments. The committee questioned the case presentation grade and whether



the student was judged for individual performance, and also whether the instructor was judging the student, rather than just peers. It was decided to return the syllabus for tweaking.

Assessment of communication course – Jenkins handed out copies of Larry Hugenberg's report. He asked committee members to read the report and come to the next meeting prepared to discuss it.

Diversity – Jenkins asked committee members to examine the updated list of diversity courses. He promised to look at Health Sciences and HPES for additional courses, and then to forward an updated electronic copy to members. The purpose of next week's meeting is to begin a discussion of what constitutes a strong diversity course, and which option we wish to choose for emphasizing diversity.

## **GENERAL EDUCATION COMMITTEE MEETING 2120101**

ABSENT: Lovelace-Cameron, Young

Diversity – the committee discussed briefly the results of surveys of other comprehensive, urban institutions, and what they had as a diversity requirement. Jenkins pointed out that two tasks remained: 1) defining what the committee meant by a strong diversity course, and 2) designing a delivery system. None of the institutions examined so far had a diversity course required of all. The University of Texas at San Antonio required two American or Texas history courses as its diversity requirement, but most others had a menu of "diversity courses." Jenkins asked those who had not completed the assignment to do so for next week's meeting, and to send him a copy so that he could duplicate it. Teri Riley passed out some materials on diversity in general that she had gathered from the INTERNET.

990352 – PHIL 2630, Critical Thinking, CT. Comments were favorable. Munro moved, Gergits seconded, a motion to certify. Motion passed.

990353 – PHIL 3427, Environmental Ethics, PS. This course was seeking approval for a domain, Personal & Social Responsibility. Jenkins noted that a course application must show that the course satisfies either goal 4 or goal 9, and one other goal from 3 through 12. Some discussion centered about the syllabus; Tessier had submitted a recent one. To a question that was asked about whether some of the science regarding environmental ethics were taught along with ethical approaches, Tessier responded that scientific arguments were examined. Kasuganti moved, Pusch seconded, a motion to certify. Motion passed.

990354 and 990355 were not considered because of the lack of a report yet on these oral communication intensive courses.

990356 – PHIL 3712, Philosophy of Religion, CT. The committee was satisfied with the narrative section, but wanted to see more about critical thinking in the syllabus. Tessier promised a revised syllabus for the next meeting.

990357 – PHIL 2619, Introduction to Logic, CT. The proposal was very good, and only needed to complete a partially begun statement on the syllabus about satisfying the critical thinking intensive requirement. Mosca moved, Tessier seconded, a motion to certify. Motion passes.

990358 – PHIL 3780, Theories of Knowledge, CT. The committee was impressed with the application. Mosca moved, Riley seconded, a motion to certify. Motion passes.

990359 was not considered because of the lack of a report.

990360–PHYS ?@Physics for Early and Childhood Education, NS substitute. Jenkins explained that the term, "substitute," was misleading. The term was meant to recognize that there were some more difficult science courses taken by those preparing for a career in a science-related field, and that these courses counted in place of the standard general education science course. Such courses had to meet the goals of the domain, but were somewhat more difficult in coverage of the basic material. Questions arose about how much of a science course this was. It appeared to have components about teaching science in the early grades, to rely on the preparation of lesson plans, and to focus more on the preparation of teachers than on the learning of basic science. Pusch expressed concerns about whether anyone in the education department had been consulted. Mosca asked to postpone consideration of this course until we could have some answers to our questions.

## **GENERAL EDUCATION COMMITTEE MEETING 2/27/02**

ABSENT: Kasuganti, Mosca, Tessier

990360 – Physics for Early and Middle Childhood Education, substitute for natural science. Greg Sturrus was present to answer questions about this proposal. He explained that the course had evolved from a four-week summer institute for teachers. Dr. Mary Lou DiPilla, chair of the Department of Teacher Education, had asked for the development of science courses focusing on how to teach the material to students seeking early and middle childhood licensure. She was interested in having a course from each science area, and a more general **A&S 2600** laboratory course as well. Sturrus indicated that the course had already passed the University Curriculum Committee, but Jenkins pointed out that courses seeking both university and general education approval had to be submitted jointly. He would talk to Joe Mistovich, chair of the University Curriculum Committee, about the discrepancy. When asked about the level of the content, Sturrus said that the material was indeed at or perhaps even better than that offered in the **A&S 2600** lab course because it covered a wider range of subjects in the physics area. In response to questions about the lab component of this course, Warren Young added that this course was intended to be a lab course that substituted for the **A&S 2600** course. Jenkins observed that the term, substitute, was meant to apply only to those courses in the science area that were more advanced and taken by students who were intending to go into the sciences.

Out of the conversation evolved a suggestion that Jenkins invite DiPilla to be at the next GEC meeting. Important questions that remained to be answered included:

- 1) How many of these types of courses would be developed?
- 2) What number of courses would EMCE students have to take in the science domain?
- 3) Could one of these courses count as a substitute for the **A&S 2600** course?
- 4) What is a substitute course?
- 5) Would a student have to take one of the standard lecture science courses since these are lab courses?

Diversity – Jenkins passed out some material he had gathered at the AACU conference on General Education held in Dallas last week. He reported that there were no places that he or the people at the conference could locate that had a single required diversity course. The usual model was one of choice. He noted that Cleveland State had a diversity requirement of 6 semester hours with a choice of one course from the African American Experience and a choice of one course from a list entitled Human Diversity. HD courses could focus on the African American Experience also, or at least three different cultural groups, or on those discriminated against because of age, disability, sexual preference, etc. He pointed out that a student could take two courses that cover the African American Experience only and not the rest of the diversity continuum. The committee would continue discussing this topic next week.

## GENERAL EDUCATION COMMITTEE MINUTES 3/6/02

Absent: Gergits, Kasuganti, Lovelace-Cameron, Mosca

Diversity – there were too few committee members to begin a discussion on this area. Jenkins reminded the committee that he had sent out copies of various diversity materials collected in recent weeks. Phil **Munro** handed out a proposal for a diversity intensive initiative that would require students to take one diversity course from a list of courses that satisfy goals 10 or 12, or both.

990360 – PHYS 2607, Physical Science for EMCE, substitute for NS. Jenkins had talked with Mary Lou DiPillo, who had requested that she not appear until after next Tuesday's meeting with science department representatives. DiPillo thought that there were to be sections of the regular courses that would be offered specifically for EMCE students rather than new courses. Her interest was in content that prepared the students to pass the Praxis exams, not in lesson planning. Apparently, the physics course proposal was a result of a grant that supported a summer workshop for teachers who were concerned about how to bring the material into their classroom. DiPillo asked that we postpone consideration of the physics proposal until she could meet with science representatives.

990327 – NURS 3710, Nursing in the Community, OCI.

Jenkins noted that the committee had sent this course back for work on the syllabus. It needed to include the mandatory sentence about satisfying the OCI requirement, an inclusion of the development of oral communication under the goal statements, and a clearer indication of how the oral assignments totaled 30% of the course grade. The course syllabus did include these elements. Jenkins explained that he had checked with Dan O'Neill about the fact that 5% of the oral grade was determined by a test. O'Neill felt that it was an appropriate distribution. Tessier moved, Riley seconded, a motion to **certify**. Motion passed.

990349 – SPED 4831, Assessment & Referral in Early Childhood, OCI. Jenkins pointed out that, although Dan O'Neill had approved the course, the committee wanted the syllabus to include a mandatory statement about satisfying the oral communication requirement, inclusion of oral communication in goal statements, and an indication of the oral assignments and their value as part of the grade. The recently submitted syllabus did handle the last two requests. Tessier moved, Crist seconded, a motion to certify pending insertion of the mandatory statement in the syllabus. Motion passed.

990350 – SPED 4831, Assessment & Referral in Early Childhood, WI. Jenkins noted that the comments about the syllabus were similar to those regarding its acceptance as an OCI course. Castronovo moved, Young seconded, a motion to certify pending insertion of the mandatory statement in the syllabus. Motion passed.

990351 – FIN 4839, International Accounting & Finance, OCI. When the committee reviewed this course earlier, it was primarily concerned about the oral presentations being only 7-8 minutes long, and whether the instructor graded the students individually for their group efforts. The chair of the department, Peter Woodlock, had added a sentence to the syllabus, "Each student will receive one grade from the course instructor for each

presentation and for each individual critique." The committee discussed the number of presentations and critiques for each group and concluded that the time spent on oral communication was **sufficient**. Pusch, moved, **Munro** seconded, a motion to certify. Motion passed.

990354 – PHIL 3702, History of Modern Philosophy, OCI. Dan O'Neill is concerned about the length of the presentation (30 minutes) and would like to see the inclusion of some evaluation of the student's performance through the use of rhetorical standards to judge overall performance. The committee was very concerned about the length of the presentation and the apparent lack of time for such presentations in the syllabus, and decided to return the proposal for review. The committee did not think that rhetorical standards had to be expressly stated in the syllabus, but agreed that the instructor should be making the standards clear to the students.

990355 – RELST 2605, Myth/Symbol/Ritual, OCI. Dan O'Neill made the same comments about this course as he made about PHIL 3702. Tessier, who teaches this course, explained that the students usually made a 20-minute presentation, but that she listed 30 minutes as a possibility for those students seeking extra credit. She also noted that the students engaged in a variety of speaking modes throughout other parts of the course. Pusch moved, Riley seconded, a motion to certify. Motion passed.

990356 – PHIL 3712, Philosophy of Religion, CT. Tessier provided her updated syllabus to accompany the rest of the proposal. Young moved, Crist seconded, a motion to certify. Motion passed.

A quorum was lost at this point. There was some discussion of the courses asking for certification in the personal and social responsibility domain. Jenkins noted that the GEC had determined that an upper division course must have a lower division general education prerequisite. Jenkins thought that the lower division course needed to be in the same domain, but Tessier disagreed. Jenkins was to pull out the proposal relating to prerequisites from past minutes.

990361 – CRJUS 3736, Criminal Victimization, PS. Jenkins noted that the question of breadth of subject matter was a concern regarding this course, as well as whether it had adequate prerequisites. He wanted to resolve the issue of breadth first, since the second issue might involve having to go through the curriculum committee. In regard to the ethics courses from the philosophy department, Jenkins noted the problem of prerequisites that were not lower division general education courses. Tessier thought that the ones listed were outdated since the philosophy department had sent prerequisite changes through the University Curriculum Committee. Jenkins was to check on what the updated course descriptions looked like in the Bulletin. Jenkins also asked why the General Ethics course was not a lower division course serving as a prerequisite for other ethic courses. Tessier thought that the **difficulty** of the course was the reason.

990363 – PHIL 3760, Ethics of War and Peace, PS

990364 – PHIL 3711, General Ethics, PS 990365 – PHIL 3725, Biomedical Ethics, PS

## **GENERAL EDUCATION COMMITTEE MEETING 3/27/02**

ABSENT: Lovelace-Cameron, Kasuganti, Mosca, Tessier, Young

990334 – CEEGR 37161, Fluid Mechanics Lab, WI Schramer had asked for something in the syllabus on the writing process. Scott Martin had provided a new statement regarding drafts and rewrites. Munro moved, Castronovo, seconded, a motion to certify. Motion passed.

990335 – CEEGR 3717, Hydraulic Design, CT. Returned for some description of critical thinking in the goals and in the assignments. Martin had provided a rewritten syllabus with a more specific description of the critical thinking goals. Gergits moved, Riley seconded, a motion to certify. Motion passed.

990343 – CEEGR 4881L, Geotechnical Lab, WI. Syllabus needed more on the writing process, which Martin had provided. Gergits moved, Crist seconded, a motion to certify. Motion passed.

990359 – POLIT 2660, International Relations, CT. Shipka wrote a favorable report, but questioned the 90% critical thinking grade as overly high. Although the committee did not think that there was a need to question the 90%, it did find that there was a need to enhance the description of critical thinking goals and elaborate on how the skills were implemented.

990360 – PHYS 2607, Physical Science for EMCE, substitute for NS. Jenkins reported that he had not heard of any progress on the talks between Teacher Education and the Physics Department. The committee will not consider the proposal until there is a report from both.

990362 – FNUTR 4810L, Experimental Foods Laboratory, CT. Shipka pointed out that the syllabus needs a CT Intensive statement; otherwise, he was satisfied. Jenkins questioned the fact that students get 150 points for attendance out of possible 400. Jim Pusch was not sure that we could question the assignment of points for attendance, but it was decided to ask if Human Ecology understood the implications of what the grading distribution was. There was also a concern raised about appendices A and B, and whether they were attached to the syllabus.

A quorum was lost; hence, no more actions were taken. Jenkins explained to those who remained that there were a number of courses from Philosophy that needed a specific prerequisite. On November 16, 1999, the General Education Committee had passed a resolution stating that "an upper division general education course proposal must be linked to a specific general education course as a prerequisite, and build upon that course." He asked them to look at the prerequisites for each course for the next meeting.  
**NEXT MEETING WILL BE ON WEDNESDAY, APRIL 3<sup>RD</sup> AT 2 PM.**

## **GENERAL EDUCATION COMMITTEE MEETING 4-3-02**

ABSENT: Mosca

Jenkins discussed the status of the Physical Science for EMCE course. Greg Sturrus had talked with him, and was not sure whether there was agreement with Teacher Education regarding the course. Mary Lou DiPillo had called Jenkins, but he had not reached her yet. Young said that biology and chemistry might develop such courses. Jenkins added that there was also an issue revolving around how much content was covered in the course. He promised to check with both Sturrus and DiPillo before the next meeting.

990366 – FOUND 3708, Education and Society, CT. Report from Shipka indicates it only needs a CT Intensive statement. Pusch moved, Riley seconded, a motion to certify. Motion passed.

990367 – POLIT 3787, Political Thought 3, WI. Schramer approved of this course. Gergits made a motion to certify "this baby," and Castronovo seconded. Motion passed.

990368 – ENGL 3755, Principles of Linguistic Studies, CT. Shipka noted a lack of designation as a CT Intensive course. Jenkins was instructed to ask about the possibility of attaching appendix A to the syllabus. Castronovo moved, Tessier seconded, a motion to certify. Motion passed.

990369 – JOURN 2626, American Journalism, OCI. Jenkins noted that he had not received feedback from Dan O'Neill.

990370 – ENGL 3743, Professional and Technical Communication, CT. Shipka cited the lack of a CT Intensive statement, and also questioned whether the syllabus gave an explanation of the assignments helping students to develop their skills. The committee felt that the syllabus did so. Tessier moved, Crist seconded, a motion to certify. Motion passed.

990371 – COUNS 5888, Introduction to Health & Wellness Counseling, CT. Shipka approved except for the lack of a CT Intensive statement. Pusch moved, Tessier seconded, a motion to certify. Motion passed.

990372 – BIOL 2621, Genetics, CT. Shipka approved except for the inclusion of a CT Intensive statement. Pusch moved, Castronovo seconded, a motion to certify. Motion passed.

990321 – COMM 3754, Argumentation, CT. Dan O'Neill was resubmitting this course sent back last summer by GEC with the comments of Tom Shipka. The committee reviewed the proposal in light of the comments, and agreed that the changes were sufficient. Crist moved, Young seconded, a motion to certify. Motion passed.



Jenkins announced that the Freshmen Readers Dialogue Task Force was ending its deliberations, and had recommended three books to Provost Atwater. He believed that *Dancing with Strangers* by Mel Watkins would probably be the one selected. This book is written by an African American male who lived in Youngstown prior to his college days at Colgate. He worked later as a book review editor for the New York Times. This book does tie into the Underground Railroad. The Dancer in the title was a slave who escaped via the Underground Railroad. Jenkins noted that the book would be given to freshmen and possibly to faculty. Gergits recommended that the decision about the following year's book be made in the fall to give faculty time to work it into their courses.

## **GENERAL EDUCATION COMMITTEE**

### **Amended MINUTES 4110102**

ABSENT: Crist, Kasuganti, Tessier

990369 – JOURN 2626, American Journalism, OCI. O'Neill approved of the course. Young moved, Castronovo seconded, a motion to certify. Riley asked whether this course needed a second proposal since it was crosslisted as ENGL 2626. Jenkins explained that, since the course proposal came from the same department, it would probably not need a second proposal. Rather it was decided to place both listings on the course proposal. Jenkins would then follow through on assuring that they were listed on the Website and within the inventory. Young moved, Castronovo seconded, a motion to certify. Motion passed.

990373 – BIOL 5840, Advanced Microbiology, OCI. O'Neill approved of this course. It needed a OCI statement. Gergits moved, Riley seconded, a motion to certify. Motion passed.

990354 – PHIL 3702, History of Modern Philosophy, OCI. Brendan Minogue had responded to our concerns about a OCI statement, the inclusion of oral communication within the goal statement, and the reduction of the oral presentations from 30 to 15 minutes. The committee had not agreed that this course needed a statement of standards in the syllabus. Jenkins read the passages provided by Minogue. Munro moved, Young seconded, a motion to certify. Motion passed.

990360 – PHYS 2607, Physical Science for EMCE, substitute for NS. Jenkins explained that Mary Lou DiPilla, chair of Teacher Education, had discussed this course with Greg Sturru, and that she was satisfied that it had sufficient content to help students pass the Praxis exam. Young added that the course, as a substitute for A&S 2600, had sufficient content. Mosca raised a question about whether the course, which required a student to be in the Education program as a prerequisite, should count as a NS course. She believed that the department was substituting this course for another more rigorous science course. The course, according to Mosca, was not a real general education course because it was intended for EMCE students only and because it was preparing them for the classroom. Castronovo suggested that this was the reason why it was a substitute course. Pusch moved, Lovelace-Cameron seconded, a motion to certify. It was agreed that the syllabus should have a direct statement about this course being a substitute for A&S 2600. Jenkins also was to secure a substitute proposal form from Greg Sturru prior to circulation. Motion passed

**GENERAL EDUCATION COMMITTEE  
MINUTES 4/24/02**

ABSENT: Lovelace-Cameron, Kasuganti, Tessier, Young

990359 – POLIT 2660, International Relations, CT. Jenkins explained the additions of Professor Lepak to the syllabus. Pusch moved, Gergits seconded, a motion to certify. Motion passed.

990361 – CRJUS 3736, Criminal Victimization, PS. Jenkins noted that this course was resubmitted although not previously numbered. Concerns about the course included: general prerequisites in SI and PS category, the lack of another goal beside goal 9, and the issue of how broad the course was. Jenkins indicated, after Phil Munro questioned what our policy was in regard to prerequisites, that he would bring the statement to the next meeting, and that prerequisites for the Philosophy courses would also be discussed. Jenkins then asked that the committee discuss the issue of breadth because he did not want to ask the department to seek changes, and then turn the course down because of the breadth issue. A number of committee members felt that the course was conceived very broadly; a consensus was reached that the course satisfied that criteria. Further discussion of the other issues will take place at the next meeting.

These philosophy courses were postponed until next week:

990363 – PHIL 3760, Ethics of War and Peace, PS. Prerequisite of 1 2600 level Phil or Relig course.

990364 – PHIL 3711, General Ethics, PS. Prereq of Phil 2600.

990365 – PHIL 3725, Biomedical Ethics, PS. Prereq of 1 26—level PHIL course or Socio 3708 or Socio 3750 or Psych 3780 or admission to the NEOUCOM-YSU program or the B.S. in Nursing program.

990265 – PSYCH 3755, Developmental Psychology – Child, PS. Jenkins noted that the committee had previously rejected the course on the basis that it was not broad enough. Committee members continued to express concerns about the course. Many continued to believe that the course, actually the series of developmental courses, were too narrow to be considered for the general education program. It was also noted that the special education program was desirous of having this course as a general education course because it would count double for the students. Castronovo moved, Crist seconded, a motion **not** to certify. Motion passed.

990374 – MERCH 4880, Merchandising Management, CA. Gergits moved, Crist seconded, a motion to certify. Motion passed.

990375 – FNUTR 4895, Didactic Program in Dietetics Capstone, CA. Crist moved, Mosca seconded, a motion to certify.

990376 – MERCH 4879, History of Furnishings & Interiors, WI. Schramer recommended approval, but the committee felt that the syllabus needed a WI statement, inclusion of writing under the goals, and some statement regarding the **drafting** process. A consensus was reached to return the syllabus for tweaking.

990377 – MERCH 3730, Social Psychology of Clothing & Appearance, WI. Schramer recommended approval. Committee asked that the department includes writing under the goals, and also talk about the writing process.

990378 – MATH 2625, Mathematical Literacy & Critical Reasoning, MA. No one had a copy of this proposal. Jenkins explained that this course was parallel to the 2623 general education math course, but the math department had added one credit hour in order to cover some statistics. Nate Ritchey had agreed to propose such a course in response to the Nursing Department and its students' need for statistics. 2623 and 2625 were not to be taken together; only one would count. Jenkins raised a question about whether the title or the description should include some mention of statistics, but Mosca suggested that such changes were an issue for the Curriculum Committee. The course will be discussed next week, and Jenkins will bring the 2623 description.

990379 – RELIG 3720, Islam, WI. Schramer mentioned the problem of determining how many writing assignments there were. The committee decided to return the syllabus for clarification, and for the inclusion of basics regarding the writing intensive content.

990380 – RELIG 3743, Ethics and Politics in Islam, WI. The committee felt the same about this course as it did for 990379. Syllabus was to be returned for tweaking.

990384 – TEMC 4803, Impacting Middle School Teaching & Learning, CT. Shipka approved of the course. Riley moved, Mosca seconded, a motion to certify. Motion passed.

**GENERAL EDUCATION COMMITTEE  
MINUTES 5/1/02**

**ABSENT:** Crist, Lovelace-Cameron, Young

990379 – RELIG 3720, Islam, WI and 990380 – RELIG 3743, Ethics and Politics in Islam, WI. Jenkins provided a revised syllabus for each course based on suggestions for improvement from the last meeting. The committee noted, however, that the syllabus did not provide for a mandatory drafting process and asked Jenkins to return the syllabi for further revision. Tessier moved and Gergits seconded a motion to certify contingent upon the revisions. Motion passed.

990265 – PSYCH 3755, Developmental Psychology – Child, PS. Jenkins explained that he had communicated the decision of the committee not to certify this course to Jeff Coldren and to Jim Morrison. Coldren did not agree with the decision and had asked about the appeal process. According to Jenkins, he could appeal only to the committee. Munro noted that the process was the same in the University Curriculum Committee. Tessier favored some kind of appeals process. Jenkins indicated that he had also talked with Nancy Sweeney of Early childhood Education, who favored some kind of Human Growth and Development course, possibly segmented into three sections emphasizing different parts of the aging spectrum. Morrison, on the other hand, suggested the possibility of having a Developmental Psychology category with the three sections plus the Lifespan Development course as choices. The student could take only one of these courses for credit. It was agreed that Jeff Coldren would be invited to present his appeal to the committee.

990381 – ANTHRO 4801, Anthropological Thought, WI. Schramer thought that this course was very good. Castronovo moved, Gergits seconded, a motion to certify. Motion passed.

990382 – ART 3740, Topics in Ancient Art, WI. According to Schramer, this course was ok, but the syllabus lacked a statement, any reference to the course goals, and a drafting process. Jenkins was to return the proposal for revision.

990383 – TEMC 4803, Impacting Middle School Teaching & Learning, OCI. Dan O'Neill approved, but it was noted that it lacked an oral communication intensive statement. Pusch moved, Tessier seconded, a motion to certify. Motion passed.

The committee discussed a meeting for next week. It was agreed that Friday at 10 AM was the best time. Jenkins also asked committee members to meet during the summer to complete the intensives, and also to have one session on the diversity requirement. He would provide lunch. Committee members were to forward a note on their summer schedules.

**GENERAL EDUCATION COMMITTEE  
MINUTES 5130102**

ABSENT: Crist, Pusch, Tessier, Young

990379 – RELIG 3720, Islam, WI. Jenkins provided a syllabus that required students to engage in the drafting process. Riley moved, Mosca seconded, a motion to certify. Motion passed.

990380 – RELIG 3743, Ethics and Politics in Islam, WI. Jenkins gave committee members Mir's corrected syllabus. Gergits moved, Mosca seconded, a motion to certify. Motion passed.

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Jenkins indicated that Schramer approved of the course. Questions were raised, however, about the fact that the only paper undergoing the drafting process was 500 words in length. The committee decided to return the course to ask the department to make more writing assignments subject to drafting.

990386 – POLIT 4800, Senior Research Seminar, CA. The committee had no problems with this course. Gergits moved, Riley seconded, a motion to certify. Motion passed.

990387 – ART 4803, Senior Seminar, CA. This course proposal met the criteria established. Riley moved, Gergits seconded, a motion to certify. Motion passed.

990388 – CRJUS 3735, Crime and Delinquency, WI. Schramer found no problems with this course. Castronovo moved, Kasuganti seconded, a motion to certify. Motion passed.

990389 – ART 4880, Special Topics: Art History, WI. Mosca pointed out problems with this course in that any statements that made drafting a requirement were lacking. Gergits moved, Kasuganti seconded, a motion to certify with the proviso that the syllabus would be revised to provide a stronger drafting statement. Motion passed.

990390 – ART 3742, topics in Renaissance Art, WI. Mosca pointed out a similar problem as with the previous course. Mosca moved, Kasuganti seconded, a motion to certify with the same proviso. Motion passed.

990391 – ART 4802, Senior Project, OCI. O'Neill approved of the course. Gergits moved, Riley seconded, a motion to certify. Motion passed.

990394 – SPED 5867, Intervention and Remediation, WI. Jenkins had received a change in the syllabus indicating that the course satisfied the general education writing intensive requirement. Otherwise, Schramer approved of the course. Gergits moved, Mosca seconded, a motion to certify. Motion passed.

990395 – ECE 4841, Supervised Student Teaching: ECE, CA. Munro asked that the syllabus indicate that this was a general education capstone, not simply a capstone course. His point was that some capstones did not satisfy the general education requirement. Jenkins indicated that he would ask the department to place that statement on the syllabus when teaching the course. Gergits moved, Kasuganti seconded, a motion to certify. Motion passed.

990396 – SPED 4839, Supervised Student Teaching: Moderate Intensive Intervention Specialist, CA. Munro noted a similar problem regarding the designation of a capstone course. Kasuganti moved, Castronovo seconded, a motion to certify. Motion passed.

990397 – SEDUC 4800C, Special Methods: Science, OCI. Jenkins provided a rewritten syllabus with appropriate statements added. Concern was raised, however, about the amount of time (20 minutes) that students would spend on a speech and how much of the overall class time such speeches would take. Questions also arose about the other type of oral projects, including group discussion. Jenkins pointed out that O'Neill had stated that other forms of oral communication were permissible, including listening. It was decided to ask the instructor about the time commitment before acting. The same comments were made about 990399 – SEDUC 4800S, Special methods: Social Studies, OCI. Sherri Lovelace-Cameron pointed out that there had been no science section of special methods for many years, and that science teachers took the Social Studies section.

990398 – SPED 4849, Supervised Student Teaching: Mild/Moderate Disabilities, CA. Kasuganti moved, Mosca seconded, a motion to certify. Motion passed.

990405 – CSIS 3701, Advanced Object-Oriented Programming, CT. Shipka approved except for some minor errors on the application. Syllabus also needed a General Education requirement statement. Gergits moved, Riley seconded, a motion to certify. Motion passed.

990407 – SPAN 3756, Spanish American Culture & Literature I, WI. Schramer approved. Gergits moved, Lovelace-Cameron seconded, a motion to certify. Motion passed.

990408 – SPAN 3757, Spanish American Culture & Literature II, WI. Schamer approved. Kasuganti moved, Riley seconded, a motion to certify. Motion passed.

990409 – SPAN 5855, Topics in Spanish Language & Linguistics, WI. Schamer approved. Gergits moved, Castronovo seconded, a motion to certify. It was noted that there was a typo in the syllabus, which used GED instead of GER. Motion passed.

990410 – SPAN 5885, Hispanic Literature and Film, CA. Riley moved, Kasuganti seconded, a motion to certify. Motion passed.

990411 – SPAN 5890, Topics in Spanish Literature, CA. Jenkins explained that there were two capstones in Spanish because they rotated the courses each year. Thus, students took only one of the two capstones. Lovelace-Cameron moved, Kasuganti seconded, a motion to certify. Motion passed.

990420 – ITALN 4880, Research and Writing, CA. Munro noted the need to designate this course as a general education capstone. Castronovo moved, Gergits seconded, a motion to certify. Motion passed.

990422 – SEDUC 4842, Supervised Student Teaching: High School, CA. Riley moved, Gergits seconded, a motion to certify. Motion passed.



## GENERAL EDUCATION COMMITTEE MINUTES 6/13/02

ABSENT: Castronovo, Crist, Pusch

Jeff Coldren appeared to discuss the rejection of his re-submitted proposal that Psychology 3755 become part of the Personal and Social Responsibility domain. Coldren indicated that he was there to defend the course, but that he was also interested in hearing what the committee's thinking might be about how the course could become certified. He noted that the committee had turned down the course because of its breadth, but he believed there were four reasons why the course did have sufficient breadth:

- 1) the course dealt with the same topics as those evident in a general psychology course. He passed out the Table of Contents for texts **from** both type of course.
- 2) although the course description indicated coverage of the first ten years of life, he did not end at a particular age. It carried minimally into adolescence, and had implications for adulthood.
- 3) child development had implications for all areas of society. Children were involved in crime, and in medical developments such as cloning and stem cell research. Moreover, all people, whether they were teachers, social workers, or many other professionals, had to relate to children, and, of course, many become parents.
- 4) this course is a foundation course for the rest of psychological development. What happens to or with children lays a base for their later development as adolescents or adults (he pointed out that there was no intent of the psychology department to submit Developmental Psychology for Adolescents or Adults as general education courses). In this course he relates early events to later situations.

Coldren also argued that children were a special group who needed more advocacy on their behalf. He passed out a sheet indicating the conditions facing many children, such as divorce, poverty, etc. He was concerned that the society and the university were not sensitive enough to the problems of children. When asked about who took the class, he indicated that psychology majors did, but also education majors. However, there were also students from throughout the university in there as well. He admitted that numbers in the course would probably decline because departments in the school of education would need another general education course so they could double up. His last argument related to sequence of courses. He pointed out that there were other sequence courses that were part of general education. After he had mentioned that Religious Studies had World Religions and also Eastern Religions, Tessier commented that those two courses were different from a sequence of courses in ancient, medieval, and modern philosophy.

The committee then discussed the proposal. Mosca was opposed to the proposal, and cited its lack of breadth. Riley raised a technical question about the failure of the proposal to address a second goal (the domain requires goals 4 or 9, plus a second goal). Although the proposal mentioned the diversity goal, she did not think that it was very developed or substantial. Jenkins offered the possibility that the course could meet

general education standards if Coldren made the course title or description reflective of what he was doing with the course. He asked the committee whether it was willing to encourage Coldren to re-submit the proposal with appropriate changes. Some were opposed, but the majority of the committee agreed that Coldren needed to develop a rationale for a second goal, consider changing the course to the 2600 level, and redesigning the course title, description, etc, so that the course was for a broader student body and broader in content.

990347 – MKTG 4825, Marketing Management, WI Course had been returned for inclusion of the drafting process in the syllabus. The committee noted that the syllabus did not indicate how groups' projects would be graded, and how the individual student would improve. Decision was made to return it for re-submission.

990348 – MKTG 4815, Marketing Research, CT. Shipka and committee found very little development of critical thinking on the syllabus, and a lack of definition of **critical** thinking skills in application. Although the re-submission was improved, the committee felt that there was a need to identify the critical thinking competencies and where they were taught. Decision was made to return.

990362 – FNUTR 4810L, Experimental Foods, CT. Questions had been raised about 15 points for attendance, and whether attachments were part of the syllabus. The new syllabus did not seem to have the needed changes, so it is to be returned.

990376 – MERCH 4879, History of Furnishings & Interiors, WI. Original syllabus needed statements about meeting WI requirement, about improvement of writing skills as a goal, and drafting process. New syllabus reflected changes needed. Tessier moved, Mosca seconded, a motion to certify. Motion passed.

990377 – MERCH 3730, Social Psychology of Clothing & Appearance, WI. Original syllabus needed statements about meeting WI requirement, about improvement of writing skills as a goal, and drafting process. New syllabus had recommended changes. Gergits moved, Tessier seconded, a motion to certify. Motion passed.

990378 – MATH 2625, Mathematical Literacy & Critical Reasoning, MA. Jenkins had provided the syllabus. He also noted that the course was in response to the Nursing Department's request that the introductory math course include statistics. They had agreed to do so by increasing the hours to 4 SH. This new course would be on the same level as the 2623 course. Riley believed that the course was now heavily statistical and not as much into the broad mathematical skills practiced in 2623. It was decided to invite Nate Ritchey to the next meeting to discuss the emphasis of the course and its grading scale.

990392 – CRJUS 3712, Research Methods, CT. Shipka was concerned about the apparent containment of the development of critical thinking skills to the three exams. After much discussion, the committee concluded that there was enough critical thinking

work indicated, including a paper. Munro moved, Mosca seconded, a motion to certify. Motion passed.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Shipka had the same concern about critical thinking and three exams. However, there was a position paper and a research paper indicated on the syllabus. The committee thought that the distinction between the two papers was confusing and need **further** clarification. Decision was made to return proposal for re-submission.

990401 – ANTHRO 3705, Cultural Anthropology, CT. The committee felt that the course, which was already writing intensive, made clear references to critical thinking skills and to follow through assignments. Mosca moved, Riley seconded, a motion to certify. Motion passed.

990402 – IT 3790, Integrated Office Systems, WI

990403 – IT 3790, Integrated Office Systems, OCI

990404 – IT 3790, Integrated Office Systems, CT

The committee discussed the fact that the same course was being submitted for all three intensive categories. It had been agreed that two intensive requirements could be satisfied in one course, but there had not been a submission requesting all three. Mosca did not think it proper to have all three satisfied because of the need to have students develop the skills under a variety of circumstances. She suggested that "Students may satisfy no more than two of the intensive requirements in one course" as a possible motion, but it was pointed out that such a provision would permit a course to have all three. Jenkins was concerned that allowing students to designate the two intensive elements satisfied would be a bookkeeping nightmare. Munro advocated that the committee consider each of the proposals on its own merits; he did not want to have a policy that automatically excluded a course from satisfying all three. Gergits suggested that there were indeed problems with the course proposals, particularly the writing intensive one, and that the course might not merit all three designations. Riley offered a motion, Gergits seconded –

**A course could not be certified to meet more than two intensive requirements.**

Motion passed with one dissenting vote. The committee then recommended that the chair check with CSIS to see if the course were a capstone course, thereby precluding it from being intensive, and to report that the course could only meet two intensive requirements.

990406 – SPAN 3740, Business Spanish, OCI. O'Neill approved. Gergits moved, Mosca seconded, a motion to certify. Motion passed.

990421 – SPAN 3740, Business Spanish, WI. Schramer approved. Gergits moved, Riley seconded, a motion to certify. Motion passed.

**GENERAL EDUCATION COMMITTEE  
MINUTES 6/27/02**

ABSENT: Crist, Mosca, Pusch, Tessier

990362 – FNUTR 4810L, Experimental Foods, CT. Questions were raised at previous meeting about 15 points for attendance, and whether attachments were part of the syllabus. Jenkins pointed out the statements on the syllabus that gave proper indication of the critical thinking component of the course. He noted that the department chair, Jean Hassell, was concerned about the grade for attendance, but that she would handle that with the instructor herself. Young moved, Castronovo seconded, a motion to certify. Motion passed.

990378 – MATH 2625, Mathematical Literacy & Critical Reasoning, MA. At previous meeting committee felt that the course was too much of a statistics course and wanted Nate Ritchey to respond. Jenkins noted that he did not have a copy of the syllabus that Ritchey was supposed to send, nor was Ritchey able to be here today. Riley explained that she had talked to Ritchey and that he had said that the new course was very similar to the 2623 course. It was decided to postpone consideration until the syllabi could be compared.

990382 – ART 3740, Topics in Ancient Art, WI. At an earlier meeting committee had decided that syllabus needed statements about meeting WI requirement, about improvement of writing skills as a goal, and drafting process. Given that a changed syllabus had been submitted, Riley moved, Castronovo seconded, a motion to certify. Motion passed.

990397 – SEDUC 4800 C, Special Methods: Science, OCI. Committee expressed concerns about 20 minute oral presentations, size of class, and content coverage.

990399 – SEDUC 4800S, Special Methods: Social Studies, OCI. Committee expressed concerns about 20 minute oral presentations, size of class, and content coverage. Jenkins gave out Randy Hoover's response, which said that NCATE required at least 20 minutes of oral presentation (30 preferred), and that he taped students outside of class if there were too many. Riley raised a question about how much content was covered, and about the statement that students engaged in 10 hours of oral presentation overall. It was decided that the course met the minimum in terms of oral presentation, and that he was probably counting their listening in class as well. Gergits moved, Munro seconded, a motion to certify both courses. Motion passed.

990400 – MATH 3750, History of Mathematics, WI. Jenkins had talked with Doug Faires about the need for a statement about meeting the requirement, a statement in the goals, and a description of the writing process. Faires' new syllabus had incorporated these elements. Munro moved, Young seconded, a motion to certify. Motion passed.

990402 – IT 3790, Integrated Office Systems, WI

990403 – IT 3790, Integrated Office Systems, OCI

990404 – IT 3790, Integrated Office Systems, CT

Jenkins passed out materials sent by Virginia Phillips regarding these three proposals. He explained that she did not believe that the Senate had restricted any courses from having all three components. She is correct, but we will present the resolution at the earliest possible meeting. Her argument in behalf of the course is that it does not emphasize content. Students are expected to bring the knowledge from earlier courses and apply it to various situations. Hence, she felt that she was able to emphasize each area equally in the course grade. Jenkins asked the committee whether it wanted to consider a modification of its resolution not allowing any course to satisfy all three requirements. No new motion was forthcoming, so the chair interpreted that lack as a sign of the committee's desire to stick with its resolution and to present it to the Academic Senate.

The committee thought that Phillips could submit for two of the three immediately, and then the other one if the Senate agreed with her. There was also some discussion of the fact that this course was a capstone for a two-year program and an elective for the four-year. Since the GER did not require a capstone for associate degrees, it was agreed that this course could count as intensive for those taking it as an elective. The committee did not discuss the actual submission pending a settlement of the Senate issue and a decision on the part of the department as to which two areas it was submitting.

990412 – MGT 3761, Information Systems for Management, CT. Ram Kasuganti explained how he had changed the application and the syllabus to handle all of Tom Shipka's criticisms. The committee was satisfied. Munro moved, Young seconded, a motion to certify. Motion passed.

990413 – MGT 3771, Electronic Commerce, CT. Ram explained what changes he would be making in the application in light of Shipka's comments. Munro moved, Young seconded, a motion to certify pending receipt of an edited application form. Motion passed.

990414 – HSC 4826, Community Health Planning & Promotion, WI. Jenkins explained that some changes needed to be made in the syllabus, in particular removal of the word Proposed and a statement in the goals section regarding writing skills. Riley was concerned about the lateness of the draft return (the 14<sup>th</sup> week) and the lack of more than one writing assignment. Gergits pointed out, though, that the homework was considered a writing assignment and that they received comments on their writing. Also the critiquing process began in the 13<sup>th</sup> week, not the 14<sup>th</sup>. Gergits moved, Munro seconded, a motion to certify pending reception of a syllabus with removal of Proposed and a goal statement. Motion passed.

990415 – HSC 4827, Program Evaluation, CT. Jenkins indicated that Kathy Akpom had agreed to submit a completed syllabus in agreement with Shipka's comments and the need for certain statements. Munro moved, Lovelace-Cameron seconded, a motion to certify. Motion passed.

990416 – ART 3741, Topics in Medieval Art, WI. Jenkins explained how the resubmitted syllabus addressed committee concerns. Castronovo moved, Riley seconded, a motion to certify. Motion passed.

990417 – CSIS 3782, Cisco Networking Academy I, CT. Jenkins demonstrated how the new syllabus met the needs of the committee. Gergits moved, Munro seconded, a motion to certify. Motion passed.

990418 – CSIS 3783, Cisco Networking Academy II, WI. Resubmitted syllabus was sufficiently revised, according to committee discussion. Munro moved, Gergits seconded, a motion to certify. Motion passed.

990419 – ENGL 3880, Oral Communications for English Majors, OCI. O'Neill approved. The committee liked how English was attempting to satisfy this requirement. Jenkins pointed out that the committee had encouraged departments to be flexible and to make suggestions about how the oral communication requirement might be met. Munro moved, Young seconded, a motion to certify. Motion passed.

990423 – SOCIO 3749, Sociological Theory, WI. There was concern about the discrepancy between the answers to the questions, and the lack of any more than one writing assignment, so the course was returned. The syllabus did not have a second type of assignment.

990424 – MKTG 4848, Marketing and Social Responsibility, WI.

990425 – MKTG 3726, Consumer Behavior, CT. The committee decided to wait on these courses until the department responded to the Schramer and Shipka commentary.

**GENERAL EDUCATION COMMITTEE  
MEETING 8-19-02**

ABSENT: Eggars, Mosca, Tessier, Young

990378 – MATH 2625, Mathematical Literacy & Critical Reasoning. Jenkins explained that Nate Ritchy had rewritten the syllabus, and that he believed the course was the same as MATH 2623 except for the addition of statistical subject matter for the extra credit hour. **Munro** moved, Castronovo seconded, a motion to certify. Motion passed.

990423 – SOCIO 3749, Sociological Theory, Writing Intensive. Bob Weaver had submitted a new syllabus that explained the drafting process better and also added on stronger statements about the goals of the course. Riley moved, **Crist** seconded, a motion to **certify**. Motion passed.

Jenkins asked the committee members to fill out a timesheet, which he would send via e-mail, and get it to him as quickly as possible.

## **GENERAL EDUCATION COMMITTEE MEETING 9/04/02**

ABSENT: Crist, Eggers, Gergits, Lovelace-Cameron, Young

Diversity Requirements – After passing out a copy of the seven options developed by the committee last winter, Jenkins opened the meeting with a handout from Tessier offering a suggestion for how to proceed. She offered the following motions:

- 1) that the General Education Committee develop a list of courses designated “D” courses (diversity intensive —though the courses do not have to be specifically focused on diversity issues, there must be strong diversity content), and that this list be distributed across campus, giving deans and faculty a chance to respond, suggest other courses for inclusion, or object to inclusion of courses.
  
- 2) that the General Education Committee select one of the following requirements:
  - a) That all YSU students be required to take at least one "D" course in Gen Ed and at least one "D" course in their major; b) that all YSU students be required to take a least one "D" course, which may be either a Gen Ed course or a course in the student's major; or c) that all YSU students be required to take a least one Gen Ed course with a "D" designation.

Tessier thought that having a separate category that permitted students to take already existent courses would be the most salable option. Many universities had already adopted such a configuration. She also believed that the committee should adopt only "strong" diversity courses that had diversity content, but also discussed the theoretical value of studying diversity. It was a conviction of hers that the university needed to move in this direction since it had already made a commitment to diversity in the mission and goals statement.

Many committee members agreed that a diversity list was a viable option, but there was much discussion about the options under part 2. Castronovo pointed out that not all majors could have such a course, thereby making option a) difficult to pass. Munro liked option b) because of the flexibility, but Mosca wanted to allow courses beyond the major to be counted as well. Riley expressed concern that we did not have the authority to tell majors what to do. Tessier stated that her choice among the three was the requirement that all "D" courses be on the Gen Ed list. She thought this option would produce the strongest exposure to diversity. Jenkins suggested the need to provide a definition for a strong diversity course, but Tessier thought that what she was suggesting in part 1 would work—pick the strong diversity courses that are in the gened domains, send around the list to deans and faculty, and work with the feedback.

Since not all committee members were present, Jenkins asked to postpone further discussion until the next meeting. He intended to spend some time at each of the next meetings so that the committee could reach a decision.



CASGEC – Jenkins had received a memo from Tom Copeland, the new chair of the A&S Curriculum Committee. He had asked if the GEC was willing to consider an intensive course proposal for a new course prior to their consideration. Jenkins explained that it was the practice in A&S to have its own general education committee, which reviewed general course proposals before the course went to the Curriculum Committee. It had created confusion among A&S faculty. Moreover, no other college had such a review. Castronovo raised a concern about us engaging in a pre-approval process. Generally speaking, committee members favored the idea, but no vote was taken. It was agreed that Jenkins would discuss this matter with Copeland and report back to the committee.

The committee then began to discuss intensive course proposals:

990347 – MKTG 4825, Marketing Management, WI. It was agreed that the course proposal lacked a drafting process on the syllabus.

990348 – MKTG 4815, Marketing Research, CT. Committee noted lack of designation of critical thinking skills on syllabus and link to assignments.

Jenkins noted that Virginia Phillips had contacted him and dropped the oral communication intensive proposal, but she still wanted the GEC to consider the writing intensive and critical thinking intensive proposals.

990402 – IT 3790, Integrated Office Systems, WI. The committee agreed that the syllabus needed a drafting process and a statement about meeting the writing intensive requirement.

990404 – IT 3790, Integrated Office Systems, CT. The course needed only to include a critical thinking requirement statement.

# GENERAL EDUCATION COMMITTEE

## MINUTES 9/11/02

ABSENT: Crist, Eggers, Kasuganti, Mosca,

**Arts and Science Curriculum Committee** – Jenkins had received a note from Tom Copeland, chair of the A&S Curriculum Committee, asking the committee five questions. Jenkins indicated that he had told Copeland that we would be willing to review any A&S courses for general education certification instead of having it passed to a subcommittee within A&S. Copeland asked whether swing courses should count for gened credit because working on skills would take away from the content coverage for the graduate students. The committee had already passed a number of swing courses, and felt that it was appropriate because the instructor could assign more work for the graduate students.

**Diversity issue** – Jenkins presented three resolutions that he wanted to discuss during the meeting.

Resolution 1 – that all students be required to take one course from a list of diversity intensive courses as part of the general education requirements. Phil Munro objected to voting on this single issue because he had some broader questions that he wanted answered before voting. In particular, he referred to parts of the other resolutions as the cause for his concern – he wanted to make sure that enough courses were available for students to meet the requirement without adding on to their hours. Jenkins responded that he did not intend to separate these items; eventually, they would be part of the same motion. He had divided these three motions because he thought each involved a separate question that needed answering; the focus of the debate would be on that single question. Jenkins also noted that the first resolution would simply make it clear that the committee was rejecting the other options earlier discussed for meeting diversity requirements. Munro also wondered whether it would be better to have a diversity domain, which he had advocated in an earlier memo to the committee. Jenkins pointed out that such a domain would pull courses out of the societies and institutions domain, and thereby weaken that domain. Riley argued that creating a new domain would produce a hornet's nest of resistance to any change.

Eventually, the committee rewrote the resolution to read: **that all students be required to take one course from a list of approved diversity intensive courses as part of the general education requirements.** Gergits moved, Young seconded, a motion to approve the resolution. Motion passed.

Resolution 2 – that only courses that are part of the general education domains may be diversity intensive. Castronovo thought that it would be better to have students able to take such courses from anywhere in the curriculum. Jenkins was concerned that this provision would exclude a course like Anne McMahon's Managing Diversity course. Munro also favored broader opportunities so that students could meet program

requirements as well in a timely fashion. The committee rewrote the resolution to read: that any undergraduate course approved as a diversity course by the General Education Committee may be a part of the diversity list. Castronovo moved, Lovelace-Cameron seconded, a motion to approve. Motion passed.

Resolution 3 – that a diversity intensive course must meet the following criteria: 1) cover a range of diversity issues, and 2) examine the theory behind the study of diversity. Jenkins posed the question as to how many different subjects covered by diversity have to be in a single course. He quoted general education goal #12, that "diversity includes but is not limited to the characteristics of race, social and economic class, religion, gender, ethnicity, age, disability, lifestyle and political identity" and asked whether a course that covers only women or African Americans could be broad enough. Gergits pointed out that women or African Americans fit into the other categories as well; hence, a single course could cover many of the elements mentioned. Committee members agreed, but could not come up with a statement yet to include in the resolution. A similar problem arose in regard to the "theory" provision. Exactly what was the "theory" was a question asked by some. Could it be that some discussion of why we study diversity and an effort to compare with other groups was enough? No consensus was reached regarding these questions, and it was decided to postpone the discussion until the next meeting.

Please be apprised that the annual AGLS convention on general education will occur October 17 to 19, 2002, in Louisville, Kentucky. All are invited to attend, with full coverage for travel by the Gened Committee. In particular, I would like to invite new members and those who have never attended such a convention to go. Please let me know if you are interested by next Wednesday's meeting.

Proposed:

That the University General Education committee develop a list of courses designated "D" courses (diversity intensive —though the courses do not have to be specifically focused on diversity issues, there must be strong diversity content).

That this list be distributed across campus, giving deans and faculty a chance to respond, suggest other courses for inclusion, or object to inclusion of courses.

I also propose the following motions (in order of comprehensiveness).

That all YSU students be required to take at least one "D" course in Gen Ed and at least one "D" course in their major.

OR

That all YSU students be required to take at least one "D" course. That course may either be a Gen Ed course or a course in the student's major.

OR

That all YSU students be required to take at least one Gen Ed course with a "D" designation.

## A Proposal for Adding a Stronger Diversity Requirement to Gen Ed

The Gen Ed Committee continues to wrestle with the question of how to expose every YSU student to an improved understanding and appreciation of diversity. Specifically the problem **seems** to be that Goals 10 and 12 are not central to any of the present domain requirements, and therefore students can fail to be adequately exposed to diversity studies.

It is my opinion that the present list of goals is sufficient, and the domains and intensives are also sufficient. A lot of work and thought went into the development of the present GER. Any added requirement which increases the required hours in the GER will hurt my college, and I think it will create quite a stir in several other colleges.

On the other hand, I can envision some realignment of the Knowledge Domain courses which would not disturb the intent of the domains or the total s.h. requirements of the GER.

Our committee's present course of discussion seems to assume that we will recommend **adding** a diversity requirement. I think the present goals include diversity already, and we should work on strengthening the implementation of those goals.

**The Proposal:** Although there may be other ways to do something similar to the following, here is what I would suggest.

Under Knowledge Domains add another domain called "Diversity (goals 10 and 12)" just after Societies and Institutions and require one course in it. This would be in the group of eight courses, but would allow Gen Ed courses to be certified which have an emphasis in either or both of those goals.

I would not envision changing the SI requirements in any way.

We **must** understand that the addition of a diversity requirement will either **add** to the total GER hours or it will **redistribute** hours. This proposal would make minimal changes to the existing GER while still highlighting diversity and creating a strong requirement in those goal areas. Obviously new courses in the diversity domain would be needed, or perhaps some in the SI might be moved.

**Conclusion:** For the curriculum in our department, I have documented an increase of 3 to 5 s.h. due to the new GER. Personally I think some of it, even much of it, is **useful**. But it would hurt our programs to increase hours any more, or to decrease other required hours due to GER.

Because of my class schedule this semester, I have had to miss some of the Gen Ed Committee's discussion of this question. Perhaps this short paper can help express my concerns and suggestions.

-- Dr. Phil Munro, Dept of Elec & Comp Engin. 06-Mar-02 11:39 AM

**DIVERSITY INTENSIVE  
GENERAL EDUCATION COMMITTEE**

Resolution 1 – that all students be required to take one course from a list of diversity intensive courses as part of the general education requirements.

Resolution 2 – that only courses that are part of the general education domains may be diversity intensive.

Resolution 3 – that a diversity intensive course must meet the following criteria:

- a) cover a range of diversity issues.
- b) examine the theory behind the study of diversity.

## **General education committee agenda 9/18/02**

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Schramer and committee questioned one 500 word assignment as only one to undergo writing process. Beary-Williams has responded, but she is on sabbatical.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Committee had questions about the position paper and a separately listed term paper. No response yet.

990402 and 990404 – Integrated Technology 3790, Integrated Office Systems, for both writing intensive and critical thinking intensive.

990414 – HSC 4826, Community Health Planning & Promotion, WI. Akpom is mailing a response.

990415 – HSC 4827, Program Evaluation, CT. Akpom is mailing a response.

### **NEW COURSES**

990424 – MKTG 4848, Marketing and Social Responsibility, WI. See Schramer report.

990425 – MKTG 3726, Consumer Behavior, CT. See Shipka report.

990426 – MGT 4819, Selection, Training, and Development, WI.

990427 – SPED 2631, Intervention Strategies, CT

## GENERAL EDUCATION COMMITTEE MINUTES 9/18/02

ABSENT: Crist, Eggers

Louisville and AGLS Convention – Jenkins asked the committee members to consider going to this conference on October 17<sup>th</sup>-19<sup>th</sup>. He urged, in particular, those who had never gone before and those who were brand new. GER would pay for all expenses.

IT 3790 – Virginia Phillips sent a new syllabus as part of her application for writing and critical thinking intensive for this course. She was withdrawing her application for oral intensive. The committee concluded that her syllabus met the requirements for the intensives, but was concerned about the references to oral intensive. Mosca moved, Lovelace-Cameron seconded, a motion to certify for both, pending the resubmission of a syllabus without the references to oral intensive. Motion passed.

HSC 4826 and HSC 4827 – Kathy Akpom has resubmitted her syllabi and the application for HSC 4827 as requested with changes that the committee had sought in June (6/27/meeting). The committee had passed both of the courses at that time (although Bill Jenkins did not remember and Phil Munro did). The intent was to move the course through the process in the summer, but the requested changes were not resubmitted until the fall. The committee reviewed both the syllabus for HSC 4826 and the application/syllabus for HSC 4827 and agreed they were satisfactory. Riley moved, Gergits seconded, a motion to certify again these courses. Motion passed.

Diversity – Phil Munro expressed his concern about the new proposal. Overall, he was positive about it, but feared that it could somehow add courses for students, especially in the engineering program. Jenkins asked Munro to examine each engineering program and find out what general education courses were presently recommended for students to take. That way it would be easier to determine if there was any effect. The committee then discussed Resolution 3 from the previous week. Frank Castronovo came up with the following: To be considered a diversity course, the curriculum should include comparisons between various diverse populations. After some discussion, it was agreed to add "or within" after "between". Jenkins proposed to include the goal statement that "diversity includes but is not limited to the characteristics of race, social and economic class, religion, gender, ethnicity, age, disability, lifestyle and political identity." Castronovo moved, Young seconded, a motion to approve. Motion (**To be considered a diversity course, the curriculum should include comparisons between and within various diversity populations. Diversity includes, but is not limited to the characteristics of race, social and economic class, religion, gender, ethnicity, age, disability, lifestyle and political identity**) passed.

Then the committee discussed what "theory" was to be taught. Many objected to using "theory" because it implied more than intended. The committee settled upon the following to be included after populations in the previous motion: discuss the concept of



diversity and its implications. Kasuganti moved, Gergits seconded, a motion to add the phrase to the previous motion (**To be considered a diversity course, the curriculum should include comparisons between and within various diversity populations, and discuss the concept of diversity and its implications.**) Jenkins explained that he would work up a combined motion next from the three resolutions passed. The committee also thought it appropriate to come up with a list of goals that might give more explanation and direction to faculty preparing applications for such courses.

## General education committee agenda 1012102

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Schramer and committee questioned one 500 word assignment as only one to undergo writing process. Beary-Williams has responded, but she is on sabbatical.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Committee had questions about the position paper and a separately listed term paper. No response yet.

990424 – MKTG 4848, Marketing and Social Responsibility, WI. No report back from Kohut.

990425 – MKTG 3726, Consumer Behavior, CT. No report back from Kohut.

### NEW COURSES

990426 – MGT 4819, Selection, Training, and Development, WI. See Schramer report.

990427 – SPED 2631, Intervention Strategies, CT. See Shipka report.

990428 – BIOL 3702L, Microbiology Laboratory, WI

990429 – FRNCH 3715, Conversation & Composition, ~~OCI~~ WF

990430 – ECON 4810, Managerial Economics, OCI

990431 – BIOL 2630L, Human Physiology Laboratory, WI

## **GENERAL EDUCATION COMMITTEE MINUTES 10/02/02**

ABSENT: Crist, Eggers, Gergits, Mosca

990426 – MGT 4819, Selection, Training, and Development, WI. Schramer felt that the syllabus did not speak about writing intensive as part of the course. Kasuganti observed that he realized the deficiency and had asked the instructor to redo the syllabus. The committee decided to wait for the edited syllabus.

990427 – SPED 2631, Intervention Strategies, CT. After reading Shipka's report, the committee agreed to send a copy to the department. What was needed was a better description of the critical thinking skills and a linking of them to the various assignments.

990431 – BIOL 2631L, Human Physiology Laboratory, WI. The department chair, Bob Leipheimer, had sent an inquiry as to whether the department could have a waiver to the requirement that ENGL 1551 be a prerequisite to this course. Faculty did not think it proper that an English course be a prerequisite to a Biology course. Leipheimer did admit that most of the students taking the course would have taken ENGL 1551. Castronovo distinguished between the course as a Biology course and as a writing intensive course. He thought it very appropriate that this course, as a writing intensive course, should have an English prerequisite. Phil Munro agreed generally, but noted that the engineers felt that the English 1551 course did not prepare students for laboratory report writing; hence, there was some merit to Biology's complaint. The committee agreed that it would not grant a waiver, but that it would encourage conversations between the English department and the Biology chair. Jenkins indicated that he would talk with Julia Gergits, Interim Chair of the English Department and committee member, about this issue.

Diversity – Jenkins passed out the resolutions passed at previous meetings. He indicated that he intended at future meetings to edit these resolutions, and then discuss goals that the committee might have for diversity course proposals. Before going to Senate, though, he wanted to take the proposal to deans advisory councils.

The committee also discussed Phil Munro's concerns about the proposal and whether it would create problems for engineering students. Jenkins passed out Munro's list of requirements for the different engineering programs. It was clear to all that there was room in these programs for students to take a diversity course as long as the course was a general education course. Munro remained concerned about whether there would be enough general education courses that would apply for certification as a diversity course. Jenkins asserted that over 3/4ths of the present courses listed on the diversity pamphlet would probably be approved, and that there would be enough courses. However, he also indicated that, as far as he was concerned, the committee would withdraw the proposal if there were not enough courses.

## **GENERAL EDUCATION COMMITTEE MINUTES 10/02/02 Revised 10/03/02**

ABSENT: Crist, Eggers, Gergits, Mosca

990426 – MGT 4819, Selection, Training, and Development, WI. Schramer felt that the syllabus did not speak about writing intensive as part of the course. Kasuganti observed that he realized the deficiency and had asked the instructor to redo the syllabus. The committee decided to wait for the edited syllabus.

990427 – SPED 2631, Intervention Strategies, CT. After reading Shipka's report, the committee agreed to send a copy to the department. What was needed was a better description of the critical thinking skills and a linking of them to the various assignments.

990431 – BIOL 2631L, Human Physiology Laboratory, WI. The department chair, Bob Leipheimer, had sent an inquiry as to whether the department could have a waiver to the requirement that ENGL 1551 be a prerequisite to this course. Faculty did not think it proper that an English course be a prerequisite to a Biology course. Leipheimer did admit that most of the students taking the course would have taken ENGL 1551. Castronovo distinguished between the course as a Biology course and as a writing intensive course. He thought it very appropriate that this course, as a writing intensive course, should have an English prerequisite. Phil Munro agreed generally, but noted that the engineers felt that the English 1551 course did not prepare students for engineering and technical writing; hence, there was some merit to Biology's complaint. The committee agreed that it would not grant a waiver, but that it would encourage conversations between the English department and the Biology chair. Jenkins indicated that he would talk with Julia Gergits, Interim Chair of the English Department and committee member, about this issue.

Diversity – Jenkins passed out the resolutions passed at previous meetings. He indicated that he intended at future meetings to edit these resolutions, and then discuss goals that the committee might have for diversity course proposals. Before going to Senate, though, he wanted to take the proposal to deans advisory councils.

The committee also discussed Phil Munro's concerns about the proposal's positioning in the GER and whether it would create problems for engineering and technology students. Jenkins passed out Munro's list of requirements for the different engineering and technology programs. It was clear to all that there was room in these programs for students to take a diversity course as long as the course was a general education course. Munro remained concerned about whether there would be enough general education courses that would apply for certification as a diversity course. Jenkins asserted that over 3/4ths of the present courses listed on the diversity pamphlet would probably be approved, and that there would be enough courses. However, he also indicated that, as far as he was concerned, the committee would withdraw the requirement if there were not enough courses.

**General education committee agenda 10/23/02**

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Schramer and committee questioned one 500-word assignment as only one to undergo writing process. Beary-Williams has responded, but she is on sabbatical.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Committee had questions about the position paper and a separately listed term paper. No response yet.

990424 – MKTG 4848, Marketing and Social Responsibility, WI. See Schramer report. Sent back to Jim Kohut for revision.

990425 – MKTG 3726, Consumer Behavior, CT. See Shipka report. Sent back to Jim Kohut for revision.

990426 – MGT 4819, Selection, Training, and Development, WI. Ram Kasuganti is working on revisions.

990427 – SPED 2631, Intervention Strategies, CT. Sent to Nancy Sweeney for revision.

990431 -- BIOL 2630L, Human Physiology Laboratory, WI. Course requested waiver from prerequisite of ENGL 1551, but not granted. Course forwarded back to A&S C C.

**COURSES FOR FIRST TIME REVIEW**

990428 – BIOL 3702L, Microbiology Laboratory, WI. See Schramer review.

990429 – FRNCH 3715, Conversation and Composition, WI. Schramer review.

990430 – ECON 4810, Managerial Economics, OCI. O'Neill review.

990432 – FRNCH 3715, Conversation and Composition, OCI. O'Neill reviewing.

**COPIES AVAILABLE AT MEETING FOR FOLLOWING COURSES:**

990433 – ENGL 3748, Screenwriting, WI. Schramer reviewing.

990434 – GEOG 3703, Human Impacts on the Environment, OCI. O'Neill reviewing.

CHEM 5861, Polymer Science/Polymer Chemistry and Plastics. Course sought placement of language in the course description that it satisfied both writing intensive and oral communication intensive requirements. Jenkins indicated to Tom Copeland that this was unnecessary since the information was available in other ways. Also course did not have proper signatures, or a syllabus. Hence, it was sent back to A&S Curriculum Committee.

*1 - WI ind. on repl  
2 - drafting - on govt  
- check on drafts  
ok FC' JG 2 Motion Passes  
ok  
ok TR' FC 2 Motion Passes  
& WY' RC 2  
Motion Passes*

## General education committee agenda 10123102

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Schramer and committee questioned one 500-word assignment as only one to undergo writing process. Beary-Williams has responded, but she is on sabbatical.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Committee had questions about the position paper and a separately listed term paper. No response yet.

990424 – MKTG 4848, Marketing and Social Responsibility, WI. See Schramer report. Sent back to Jim Kohut for revision.

990425 – MKTG 3726, Consumer Behavior, CT. See Shipka report. Sent back to Jim Kohut for revision.

990426 – MGT 4819, Selection, Training, and Development, WI. Ram Kasuganti is working on revisions.

990431 -- BIOL 2630L, Human Physiology Laboratory, WI. Course requested waiver from prerequisite of ENGL 1551, but not granted. Course forwarded back to A&S CC.

### COURSES FOR SECOND TIME REVIEW

990364 – PHIL 3711, General Ethics, PS. Have copy of Shipka syllabus to distribute.

990427 – SPED 2631, Intervention Strategies, CT. Nancy Sweeney resubmitted syllabus for reflect closer link between CT competencies and assignments.

990429 – FRNCH 3715, Conversation and Composition, WI. 990432 – FRNCH 3715, Conversation and Composition, OCI. Corbe returned syllabus for WI to reflect concern about drafting process.

### COURSES FOR FIRST TIME REVIEW

990435 – POLIT 3700, The American Presidency, WI. Will bring Schramer review.

## **GENERAL EDUCATION COMMITTEE MINUTES 10123102**

ABSENT: Crist, Eggers, Lovelace-Cameron, Mosca

Meeting with engineering faculty – Jenkins discussed his presentation at an engineering DAC meeting where he explained our progress on the diversity requirement. They remained concerned about its impact on their programs, and some advocated remaining with the status quo. Other faculty were concerned about the scheduling of gened courses because of the need for night courses for the technology students. Jenkins explained that the Deans handled scheduling and that a request should be made through Deans Council for additional courses. One other issue that arose was the number of upper division courses designated as gened. Technology in particular felt that their students could not satisfy the number of required upper division credits without more gened courses available. Jenkins explained that upper division courses were permissible, but that not many departments had forwarded proposals. It was noted that ABET, the engineering accrediting agency, had once called for depth in general education through the taking of some upper division courses, but it no longer made it a requirement.

990428 – BIOL 3702L, Microbiology Laboratory, WI. The syllabus lacked a statement about satisfying the writing intensive requirement. There were also questions about whether there were a sufficient number of drafts required over at least several assignments.

990429 – FRNCH 3715, Conversation and Composition, WI.

990432 – FRNCH 3715, Conversation and Composition, OCI. In general these proposals looked good, but the syllabus did not indicate enough use of the drafting process.

990430 – ECON 4810, Managerial Economics, OCI. O'Neill review. Castronovo moved, Gergits seconded, a motion to certify. Motion approved.

990433 – ENGL 3748, Screenwriting, WI. Schramer approved of the course. Riley moved, Castronovo seconded, a motion to certify. Motion passed.

990434 – GEOG 3703, Human Impacts on the Environment, OCI. O'Neill approved. Young moved, Kasuganti seconded, a motion to certify. Motion passed.

Meeting times were discussed. The next meeting will be on Wednesday, October 30<sup>th</sup>, at 2 PM. We will try to meet on Monday, November 4<sup>th</sup>, at 2 PM. Please let me know if that is ok with your schedule.

## **General education committee agenda 11/4/02**

### **COURSES STILL PENDING**

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Schramer and committee questioned one 500-word assignment as only one to undergo writing process. Beary-Williams has responded, but she is on sabbatical.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Committee had questions about the position paper and a separately listed term paper. No response yet.

990424 – MKTG 4848, Marketing and Social Responsibility, WI. See Schramer report. Sent back to Jim Kohut for revision.

990425 – MKTG 3726, Consumer Behavior, CT. See Shipka report. Sent back to Jim Kohut for revision.

990426 – MGT 4819, Selection, Training, and Development, WI. Ram Kasuganti is working on revisions.

### **COURSES FOR REVIEW**

990361 – CRJUS 3736, Criminal Victimization, Personal and Social.

990435 – POLIT 3700, The American Presidency, WI. No review yet.

990436 – POLIT 2695, Model United Nations, OCI. No review yet.

### **SCHEDULE**

We can meet at 1 PM either T or Th next semester. There is also a less likely possibility of meeting at 4 PM on T or Th. We will discuss these times at the meeting.

### **DIVERSITY**

Continuing discussion of what constitutes a strong diversity course. Our present definition appears to include what we already require.

### **GLOBAL REQUIREMENT**

The Provost's Committee on International Studies has requested that we look at requiring that there be at least one course required that gives the student a global perspective.



## **General education committee agenda 11/4/02**

990385 – TEMC 3702, Characteristics of Early Adolescents and Implications, WI. Schramer and committee questioned one 500-word assignment as only one to undergo writing process. Beary-Williams has responded, but she is on sabbatical.

990393 – CRJUS 3715, Criminal Justice Management Concepts, CT. Committee had questions about the position paper and a separately listed term paper. No response yet.

990424 – MKTG 4848, Marketing and Social Responsibility, WI. See Schramer report. Sent back to Jim Kohut for revision.

990425 – MKTG 3726, Consumer Behavior, CT. See Shipka report. Sent back to Jim Kohut for revision.

990426 – MGT 4819, Selection, Training, and Development, WI. Ram Kasuganti is working on revisions.

990427 – SPED 2631, Intervention Strategies, CT. Sent to Nancy Sweeney for revision.

990431 -- BIOL 2630L, Human Physiology Laboratory, WI. Course requested waiver from prerequisite of ENGL 1551, but not granted. Course forwarded back to A&S C C.

990428 – BIOL 3702L, Microbiology Laboratory, WI. See Schramer review

990429 – FRNCH 3715, Conversation and Composition, WI. Schramer review.

990432 – FRNCH 3715, Conversation and Composition, OCI. O'Neill reviewing.

### **COURSES FOR FIRST TIME REVIEW**

990435 – POLIT 3700, The American Presidency, WI. No review yet.

## GENERAL EDUCATION COMMITTEE MINUTES 11-4-02

ABSENT: Crist, Eggers, Kasuganti

Director of Writing Across the Curriculum -- Jenkins passed out the application of Anne York for the position. Committee members had received in the mail the applications of Kevin Ball, Suzanne Diamond, and Jay Gould. Recognizing its responsibility to select a candidate to be recommended to the Provost, the committee decided that it wanted to interview all of the candidates. It also discussed the questions to be asked of each candidate based questions asked in earlier interviews with candidates for this position. Jenkins was to put together the final list of questions and e-mail them to committee members. Julia Gergits asked if there would be flexibility to move beyond these questions; it was agreed that indeed there would be.

Diversity – Jenkins noted that the committee was at the point of discussing the criteria for a strong diversity course when last discussing this issue. Castronovo had argued that the description in the already approved statement regarding the new diversity intensive requirement was sufficient. After much discussion, committee members agreed that this statement was sufficient, but Julia Gergits wanted to add wording that would indicate that the goal was to foster tolerance or acceptance of other groups. She agreed to bring back some wording at the next meeting. The committee also discussed the application form. It was agreed that there would be such a form with a cover sheet, a number of questions to be answered, and a syllabus as parts thereof. Castronovo expressed concern, though, about how much might be required and how that would affect the possibility of realizing a diversity requirement. Jenkins pointed out that all of the gened courses that had a diversity component had undergone a vigorous review, and that those departments might not be in favor of having to submit another one. He asked that committee members look at the diversity flyer put out by him listing the general education courses that covered diversity to see if there were any weak diversity courses. The only two mentioned previously had been Principles I and Principles II from the Economics department. For the next meeting the committee members were to examine that flyer and also to pose any questions that should be on a diversity intensive application form.

Other courses – Jenkins explained that the committee was caught up on the intensive proposals, but that four other proposals for the personal and social responsibility domain remained for their examination. They were Criminal Victimization (361), Ethics of War and Peace (363), General Ethics (364), and Biomedical Ethics (365). Jenkins noted that each of these courses had problems with the rule that an upper division general education course must have a general education prerequisite from its domain. The committee charged him to contact the departments to see if they were willing to change the prerequisites prior to any further review.

## **GENERAL EDUCATION COMMITTEE MINUTES 12/2/02**

ABSENT: Crist, Lovelace-Cameron, Mosca, Munro

WAC Director – The committee discussed the four candidates. There was a consensus that Jay Gordon should be offered the position with Suzanne Diamond the alternate.

Schedule for next semester – Jenkins requested that each committee member provide a timesheet for next semester at the earliest convenience so that a meeting time that most could attend could be established for next year.

990364 – PHIL 3711, General Ethics, PS. Tom Shipka sent a copy of the Introduction to Philosophy syllabus to demonstrate that this course served as a prerequisite for the General Ethics course. He was responding to our question about the designation of the GE course as an upper division course and about the fact that it did not serve as a prerequisite for other ethics courses. Gergits moved, Riley seconded, a motion to certify. Motion passed.

990427 – SPED 2631, Intervention Strategies, CT. Nancy Sweeney resubmitted an updated syllabus responding to our request that she show a link between critical thinking skills and the assignments. Castronovo moved, Kasuganti seconded, a motion to certify. Motion passed.

990429 – FRNCH 3715, Conversation and Composition, WI. Herve Corbe submitted a rewrite of the syllabus to include a paragraph on the drafting process, as requested. Gergits moved, Riley seconded, a motion to certify. Motion passed.

The committee discussed possible meeting times for next week. The main item on the agenda would be the diversity requirement. Jenkins reminded committee members that they needed to examine the diversity brochure to identify weak diversity courses. He also questioned whether our present system of infusion did not already meet our recently developed definition of a "strong" diversity requirement. There is a need to identify more clearly what differentiates a course that gets approval and one that does not. Jenkins will contact members about a meeting time.

## **GENERAL EDUCATION COMMITTEE MEETING 12-12-02**

ABSENT: Crist

Schedule for Spring Semester – Jenkins explained that the best times to meet were on Tuesday or Thursday at 1 PM in the afternoon. There were no two-hour blocks of time available. It was generally agreed that Tuesday at 1 PM was the best time. Committee members should set aside that time when planning their schedules.

990435 – POLIT 3700, The American Presidency, WI. The committee was satisfied with the proposal, except for the fact that exams counted as the second type of paper. Jenkins was to inquire about what form the writing for exams took. There was also a consensus based on examination of previous proposals that there should be more than one writing assignment.  
990436 – POLIT 2695, Model United Nations, OCI. Dan O'Neill was very satisfied with the course. The only change needed was to indicate on the syllabus that this course satisfied the general education writing intensive requirement. Gergits moved, Castronovo seconded, a motion to certify. Motion passed.

Diversity – Jenkins began a discussion of the committee's potential recommendation for strengthening the diversity requirements. He raised the issue of whether the present model satisfied the definition presently under consideration of a "strong" diversity course. Much discussion ensued, particularly because of the request from the Provost's Committee on International Studies to consider a general education requirement that students take a course on global affairs. Some were concerned about the potential for ever-increasing requests that general education require a course satisfying another interest group. Mosca pointed out that the general education model was only in its third year, and had not been assessed relative to its impact on the first group of students entering in the fall of 2000. Castronovo expressed concern about the recent call from some of the professional schools for a reduction in the general education model; he thought it best to hold off on the diversity requirement. Munro thought it appropriate to delay any further consideration at the moment, but possibly to return to the issue later on. Lovelace-Cameron asked about the possibility of assessing the courses that were approved as satisfying goals 10 and 12; Jenkins indicated that a new Director of Assessment would be appointed shortly and that he could have that person meet with the General Education Committee in the new semester. Lovelace-Cameron also asked why there had been a diversity brochure because she did not feel that there was a diversity requirement. Jenkins explained that the courses in the societies and institutions domain had to cover either goal 10 (global diversity) or goal 12 (American diversity), thereby requiring students to take at least two courses that satisfied diversity goals. The other courses on the list also dealt with diversity topics related to those goals. Hence, a student could take a minimum of two and possibly five or six courses that dealt with either goal 10 or goal 12. Jenkins admitted that there could be questions raised about how strongly each of the courses dealt with the intended goal, but he felt that there was a diversity requirement. There was a consensus reached that the committee would not recommend a new diversity requirement at this time, but that there would be efforts to assess the strength of the present courses.