

GENERAL EDUCATION COMMITTEE MEETING 1-7-00

ALL PRESENT

990117 – POLIT 1560, American Government. Jenkins announced that Paul Sracic had returned an edited syllabus for this course as part of societies and institutions. Hunter moved and Schneider seconded a motion to certify. Motion passed.

990051 – SPED 2630, Individuals with Exceptionalities in Society. There was some discussion about the use of the term, *exceptionalities*. Jim Pusch indicated that this term was the accepted one for those with disabilities or handicaps. Jenkins expressed concern that this course provide a historical background and also engage in comparison with other societies or cultures. Tessier moved, Reiff seconded, a motion to certify. Motion passed.

The committee then began to consider substitute courses submitted by the science departments. Jenkins announced that he wanted the committee to finish with these courses at this meeting. It was decided to take courses together wherever possible.

990155,990156 – BIOL 1551, 1552, Anatomy and Physiology I, II. These courses were designated as a substitute for A&S 2600, a laboratory course. Jenkins initially said that the courses should be substitutes for BIOL 1505 also. Discussion arose about what would happen if a student took only one of these courses - which, if any, of the two courses for which it substituted, could be taken? The committee decided to postpone making a decision about this issue until the next meeting. Hunter moved, Munro seconded, a motion to certify. Motion passed.

990157,990158 – BIOL 2601,2602, Principles of Biology I, II. Jenkins indicated that these courses had a quarter syllabus, not a semester. Some committee members wanted to require the submission of a semester syllabus before the fall; some wanted one submitted during the fall semester. After Jenkins pointed out that the submission of a syllabus would be required for assessment purposes, it was decided not to require advance submission of a semester syllabus. Schneider moved, Munro seconded, a motion to certify. Motion passed.

990171 – BIOL 1560, Microbiology for the Health Professions. The committee noted a discrepancy between the course description on page three and on the title page. There were also no goals listed on the syllabus. It was pointed out that this course was taken by departments or programs that already had four courses in the science area. The committee questioned whether it should approve excess substitute courses when they were not needed. The department would be asked to respond to the above concerns.

990172 – BIOL 1545, Allied Health Anatomy/Physiology. The committee raised concerns about the course description and the one on the syllabus. Jenkins was to clarify the matter with Paul Peterson.

990169 & 990170 – CHEM 151511516, General Chemistry I, II & CHEM 150511506, Allied Chemistry I, II. Munro moved, Ritchey seconded, a motion to certify all four courses. Motion passed.

GEOLOGY COURSES – The committee discussed the five substitute courses submitted by the Geology department. There was general confusion about which course each of them substituted for. Committee members also expressed concern about the overlap in content among the courses and with those courses being substituted for. Finally, members questioned whether these courses met the standard of being on a higher level of difficulty. Jenkins also pointed out that the programs that would take these courses already had more than enough science courses to satisfy the general education requirements. The committee asked Jenkins to question the geology department about these concerns. The committee did consider 990163 – Geology 2611, Geology for Engineers. Hunter moved, Mosca seconded, a motion to certify provided that the department allowed the course to substitute for GEOL 1504 & A&S 2600. Motion passed.

990162 – PHYS 2610&2610L/ 2611 & 2611L, General Physics I, II
990167 – PHYS1501&1501L/ 1502&1502L, Fundamentals of Physics I, II. Hunter moved, Ritchey seconded, a motion to certify all four courses. Motion passed.

990166 – PHYS 2601,2610L/ 2602,2611L, General Physics for Applied Medical Studies I, II. Ritchey moved, Hunter seconded, a motion to certify. Motion passed.

990168 – PHYS 1506, Physics for Health Care. Jenkins questioned whether this course was needed by any program as a substitute course. He had asked Warren Young, chair of the physics department, about its utility, but Young had not been able to respond before the meeting. It was decided to find out the status of this course before acting on it.

Jenkins reported that the committee would consider the economics courses at the next meeting. He also noted the need to consider the two courses from Africana Studies. They had come in later than the deadline, but the Dean of Arts and Sciences took responsibility for their lateness because of her vacation. Jenkins indicated that he would question Julian Madison as to whether both courses should be submitted for societies and institutions or whether one was better suited for Artistic and Literary Perspectives.

The next meeting will be on **FRIDAY, JANUARY 14, AT 1:15 PM**. Agenda will include: 1) Charles Singler and the Geology courses proposals; 2) consideration of the Africana Studies proposals (Madison has agreed to change the one course to the Artistic and Literary Perspectives domain); 3) consideration of Economics 1500 B, C, D proposals and their reaction to our rejection of these courses; 4) possible hearing on Principles II course of the Economics department (Barbara Brothers has objected to it as not having her signature); 5) discussion of which courses a substitute course may substitute for; 6) discussion of what to do about 700 or 800 level courses and the encouragement of breadth of coverage.

GENERAL EDUCATION COMMITTEE MINUTES 1-14-00

ABSENT: Tessier

Charles Singler attended the meeting in response to the questions raised by the committee about the Geology substitute course proposals. Singler made the following points: 1) these courses were not regular general education courses because they were intended for majors and/or students in science-related programs and because they were on a more difficult level; 2) each of these courses represented different approaches to geology based on the use of other sciences and thereby could not be related to a specific course already approved as a regular general education course; 3) the prerequisites for Geology and the Environment I demonstrate that the course is more advanced; 4) the word substitute is misleading in that these courses fit into the domain and do not substitute for a specific course; 5) the laboratory components of the substitute science courses satisfies the laboratory requirement insofar as they deal with the scientific method in an intensive way. When asked about the fact that other programs would probably satisfy the science requirement already by taking sequences from chemistry, biology, or physics departments, he responded that the geology department should be treated in the same fashion as these other departments, and given an opportunity to have substitute courses. Maraffa asked about the lack of a lab component in the Geology and the Environment I course, and how it could substitute for A&S 2600; Singler responded that he would drop the substitution for that lab course. Finally, Singler argued that he did not think that the original intention of the creation of a substitute category was to require the one-to-one relationship between a general education course and its substitute. He believed that more advanced courses could simply substitute into the domain.

After Singler left, Jenkins announced that the Dean of Arts and Sciences had withdrawn her objection to the Introduction to Logic (99083) course by signing the proposal. It thereby clears the objection stage. Jenkins had also pursued the objections raised by the committee regarding the substitute courses offered by Biology and Physics. He had asked Warren Young, chair of the Physics Department, about the Physics for Health Care course, and the fact that those departments that required their students to take that course already had enough science courses to satisfy the natural science requirement. Young decided to withdraw the course proposal (990168). In regard to the Biology proposals, Jenkins had talked to Paul Peterson, chair of the Biology Department, and to Joe Mistovich, chair of Allied Health. Peterson and Mistovich agreed that 990172 (BIOL 1545, Allied Health Anatomy, Physiology) was needed for a variety of programs and was indeed a substitute course. But both agreed that 990171 (BIOL 1560, Microbiology for the Health Professions) was not needed; other programs took enough other intro science courses to satisfy the natural science requirement without needing this course. Mosca moved, Pusch seconded, a motion to certify 990172. Motion passed.

Jenkins then passed out the new African Studies course proposal (990152 – AFR ST 1601, Black Studies 2), which made that course part of the Artistic and Literary Perspectives domain rather than Societies and Institutions. The committee had requested

Dr. Julian Madison to consider such a change. Reiff moved, Schneider seconded, a motion to certify. Motion passed.

990153 – AFR ST 1600, Black Studies 1. Castronovo moved, Ritchey seconded, a motion to certify. Motion passed.

Maraffa moved, Munro seconded, a motion to certify the following:

990159 – GEOL 1513, Physical Evolution of North America

990161 – GEOL 1514, Life of the Geologic Past

990165 – GEOL 1505, Physical Geology.

A lengthy discussion ensued over the issue of whether an approved substitute course had to replace a specific course. Jenkins pointed out that a student who began in science and took one of the substitute courses would be able to take a lower level general education course, perhaps even one that was directly linked to the replacement. Funk argued that it would be very difficult to enforce a limitation on which course a student could take, and that it was best to leave the question of which course(s) to take up to the student's advisor, or to the dean of each college.

Castronovo moved, Maraffa seconded, a motion that the rule would be that, if a student took a substitute course, then that student can not take the course for which it is a substitute for general education credit. Schneider moved, Munro seconded, an amendment to the motion that would add, "except for the Arts and Science 2600." Schneider was concerned about the possibility of a student taking a substitute course that did not have a lab component, such as the Physics sequences (with their separate lab listings) or the Geology and the Environment course (with no lab attached), and then not being able to take A&S 2600. Some members suggested that the student would have to take the physics lab, even though separately listed. The amendment was defeated 5 to 3. The motion then passed with one negative.

990164 – GEOL 2615, Geology and the Environment I. Castronovo moved, Munro seconded, a motion to certify with the elimination of A&S 2600 as a course for which GEOL 2615 can substitute. Maraffa objected to the certification of this course because it did not have a lab as with other science courses, because it did not seem to be as general as other science courses, including those of Geology, and because it would open the door to numerous courses from other departments being offered as science substitutes. Maraffa noted that he could submit many courses from his department if such a course were accepted. It was also noted that the programs, such as teacher education, that required such a course already had a significant number of science courses required. The motion was defeated except for one positive vote.

Jenkins checked with committee members about their understanding of the significance of the last several motions. The committee had decided to retain a listing of specific general education courses which the proposed substitute course could replace. No student, however, who had taken a higher level substitute course, could then take a lower level course which the substitute course replaced.

Jenkins reminded committee members that the economics proposals were still under consideration. He had talked with Pat Hoyson from Nursing, the chair of the University Curriculum Committee, about the Economics **A,B,C,and D** sequence. That committee was not in favor of the numbering sequence; it thought that the courses should be listed separately. However, UCC members voted for the package out of fear that the courses would not be accepted. Jenkins reminded the committee that it had rejected **B,C,D** and that Tod Porter and Rochelle Ruffer had discussed their concerns with the committee prior to Christmas. Each committee member should have received a letter from Porter detailing his support for each of the courses proposed. Jenkins noted that Principles II, which Barbara Brothers had objected to, was also still under consideration, but that the Dean was unable to attend Friday" meeting. Committee members need to be prepared to handle the economics proposals next week.

GENERAL EDUCATION COMMITTEE MINUTES 1-21-00

ABSENT: Mosca, Ritchey

Jenkins reported that Dean Barbara Brothers had withdrawn her objection to ECON 2630, Principles II (990119), and that the course was thereby certified. Discussion centered on the 1500 B, C, D sequence proposed by the Economics department. It was decided to examine each course separately.

990118 – ECON 1500B, Rich and Poor: U.S. Economic Policy Since the Great Depression. Hunter did not like these courses, and objected to them as proliferation of courses in general, and a distraction from achieving more of a core. He thought that the Economics in Action course, already approved, could offer some of the material from this course as part of a broader economic coverage. Tessier moved, Munro seconded, a motion to certify. The motion passed with two dissenting votes.

990078 – ECON 1500C, Diversity and Disparity in the U.S. Workplace. Kasuganti moved, Pusch seconded, a motion to certify. Motion passed with two dissenting votes.

990079 – ECON 1500D, Sports and Entertainment Economics. There were many negative reactions to this course as too narrowly focused, and primarily an attempt to attract students, rather than to give them a broad-based understanding of economic principles. Maraffa mentioned that we had previously approved the Rock n' Roll course, and that was somewhat narrow; how could we reject this one? Funk responded that she felt that the Rock course had to consider principles of music and that the course did relate to other forms as well. Munro objected to the notion that this course was not broad enough. Hunter moved, Castronovo seconded, a motion to reject the course. Motion passed with two nays.

Throughout the previous discussion the committee had referred to the problem of the numbering of these courses. Jenkins pointed out that the University Curriculum Committee had approved the courses as numbered, but that Pat Hoyson, the chair of that committee, had indicated that committee members were not happy with the numbering system. They saw the numbering as a deviation from present practice. Munro moved, Castronovo seconded, a motion that the General Education Committee voice an objection to the University Curriculum Committee favoring separate numbering for these courses. Motion passed.

The issue of whether students could take these courses in any combination for general education credit remained. Many committee members had expressed the view that students should not take the principles courses and the other courses to satisfy the domain, as well as that the A, B, and C courses were close enough in content not to be repeated. Schneider moved, Hunter seconded, a motion that a student may take only 1 of the three economics courses listed as A, B, C for general education credit, and that a

student may not take Principles I, or II in conjunction with the A, B, C courses for general education credit. The motion passed with one abstention.

990014 and 990015 -- Jenkins welcomed Tod Porter, chair of the Economics Department, to the meeting. He was there to discuss his objection to the theater courses proposed as substitutes in the Artistic and Literary Perspectives domain. Porter indicated that Jenkins had talked with him very recently and that he had not had time to consult with the other objectors, or to reacquaint himself with the issues as much as he would like. However, it was his belief that substitute courses were not intended to be higher level courses; only lower level courses on a higher level should be able to substitute. Hunter thought that these courses would be ok if they were on the 2600 level. Maraffa asked Castronovo why there were so many theater courses required as prerequisites. Castronovo explained that the theater program was presently over 200 hours. If these courses were not substituted within the major for the introductory theater courses, then the number of hours required for graduation would increase. Castronovo contended that these were simply courses with similar material on a more advanced level as provided for in the definition of substitute. When asked which courses these substituted for, Castronovo indicated that THTR 4860, Dramatic Texts, substituted for the THTR 1590, History of Motion Pictures, and THTR 4891, History of Theater, substituted for THTR 1560, Understanding Theater. Jenkins thanked Dr. Porter for coming.

Maraffa commented that the problem in resolving this issue resulted from the claims that accrediting agencies required so much that certain programs had to look to general education as an area in which they could compensate for the requirements. Maraffa had read some of the accrediting agency reports and found only general statements, nor course requirements. He asked why these programs were not examining their own course structure rather than putting the pressure on general education. Funk responded that programs, such as music education, were conscientious about general education, that music had struggled to redesign its program. She pointed out that music education majors had to prepare for K-12 instrumental and vocal curriculums, and take the music program as well. Castronovo added that students in the BA theater program did not have problems, but that those concentrating on the BFA did. Tessier felt that the courses were indeed substitute courses and deserved approval.

Jenkins contended that the courses proposed by the theater program were not of the same type as the courses presented by the science program. Science substitutes were on the lower level, and programs that used them were achieving breadth by taking other science courses than those in the major. The theater substitutes were primarily for the major, and violated the principle of breadth; theater majors would be taking theater courses for the artistic and literary perspectives domain. Jenkins did not object to making an exception for a program that clearly needed consideration, but he was concerned about the programs that proposed substitutes and had elective room for their majors. Jenkins suggested the need to limit consideration of substitute proposals to programs with accreditation needs only.

CORRECTED MINUTES 1-21-00

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Hunter moved, Munro seconded, a motion to override the Porter objection. Jenkins explained that our ruling would have to go before the Senate thereby allowing Porter and other objectors to protest the ruling. Schneider moved, Munro seconded, an amendment to the motion that would split the motion between the two courses. The motion was defeated with 3 ayes. The main motion passed with 2 nays and 1 abstention. Jenkins was asked to explain the reasons for the action to Porter in consideration of the possibility that he might withdraw his objection.

Hunter moved, Castronovo seconded, a motion that the General Education Committee, in considering substitute course proposals offered primarily for majors, would require programmatic constraints as a reason for certifying the course. The motion was defeated.

990075 – some committee members asked whether this course had been changed. Jenkins explained that it was originally a 4800 level Counseling course proposal, and that GEC had indicated disapproval unless the department could show that such a course was for the general student body. Counseling had changed the number, and was offering it at the freshmen level. Schneider asked if the course had cleared the University Curriculum Committee. Jenkins indicated that it had, and that it was being circulated. Maraffa asked if the Counseling Department, a graduate department, was prepared to undertake the teaching of lower level courses. Pusch indicated that he thought it was their decision. Pusch moved, Schneider seconded, a motion to certify. The motion passed with 1 abstention.

Jenkins then opened discussion on a memo from Sharon Mika pointing out that Veterans received credit for the University's Health and Physical Education requirements under the old general education system. She was inquiring as to whether this policy would continue under the new general education model. Most committee members believed that there should be no credit since the new system did not include these requirements in the same way. However, the committee decided that Jenkins should consult with the Veterans Office before taking any action.

GENERAL EDUCATION COMMITTEE MINUTES 2-4-00

Absent: Tessier

Jenkins began the meeting with a discussion of Tod Porter's objections to the substitute theater courses. He had received a withdrawal letter from Porter at the Academic Senate meeting, which he shared with the committee. Jenkins had indicated to the Academic Senate that the objection had been withdrawn, and that the motion was no longer in order. Hence, the courses were being appended for information only.

A discussion ensued over Porter's list of concerns about general education criteria and guidelines, and his desire that the Executive Committee review the work of the General Education Committee for consistent application of rules. At the Senate meeting Charles Singler had also raised the question of referring what the General Education Committee had done to the Executive Committee. More specifically, they each wanted a list of guidelines applied by the GEC to course certification for each domain, and a review by the Executive Committee to ensure consistency. Jenkins indicated that Singler had not talked beforehand about his concerns, but that the specific cases were explainable. For instance, Singler objected to the questioning of course titles, descriptions, or prerequisites by the GEC. Jenkins pointed out that the GEC recognized the final authority of the University Curriculum Committee, but that titles and descriptions were important indicators of where and whether the course fit within the domains. Singler promised to write a list of his concerns for consideration by the GEC.

The committee began consideration of capstone proposals:

990044 – MGMT 4850, Strategic Management and Leadership. Kasuganti noted that the course was a 3-semester hour course. Hunter moved, Schneider seconded, a motion to certify. Motion passed.

990092 and 990093 – PHIL 4861, RELIG 4871, Senior Capstone Project. It was decided to return for a syllabus, and for a **fuller** explanation of the course than provided in the narrative.

990132 – CEEGR 4863, Integrated Design Project. Members commented very favorably upon this capstone. Schneider moved, Castronovo seconded, a motion to certify. Motion passed.

990133 – SCWK 4827, Capstone Seminar. With favorable commentary, Schneider moved, Mosca seconded, a motion to certify. Motion passed.

990147 – GEOL 48XX, Field Camp Course. The committee recognized that this course was actually one transferred from other institutions. Hence, there was concern expressed about the consistency of the written or oral assignments. Also there was not a course

catalogue description for the Youngstown State University equivalent, nor a complete number. Jenkins indicated that he would seek more information.

990148 – GEOL 5002, Sedimentology and Stratigraphy. Castronovo moved, Schneider seconded, a motion to certify. Motion passed.

990151 – CHEM 4850 & 4850L, Chemistry Research and Laboratory. Jenkins asked Hunter about the one credit for BA majors, who would take only 4850; it seemed that there was more work than warranted for one credit. Hunter agreed, but noted that BA majors did not engage in laboratory work. He also observed that many BA majors did take both courses. Castronovo moved, Kasuganti seconded, a motion to certify. Motion passed.

990177 – ENVR 5830, Risk Assessment. There was much discussion over whether the course syllabus indicated enough work revolving around the writing, speaking, and critical thinking requirements. Schneider moved, Munro seconded, a motion to certify pending the department's providing a new semester description for the course. Motion passed.

Jenkins explained that the rest of the intensive proposals were with Bob Hogue for writing, Dan O'Neill for oral communication, and the Shipka-Waller committee for critical thinking. Each of these people was to provide feedback to the committee regarding the quality of the proposal. Jenkins pointed out that they were to contact the proposing departments, and require changes. Their job was only to advise the GEC, which would make the contact, or any final decision regarding certification.

The General Education Committee then began a discussion regarding the earlier resolutions made by Brandon Schneider regarding the issue of breadth, and the number of 700 level courses. Funk argued that we should wait for assessment to tell us whether students were achieving breadth, and then adjust if there is a problem. Castronovo observed that there were competing definitions of breadth, but that he believed that the various domains provided enough breadth. The consensus of the committee was that there was not an adequate definition of breadth provided in the model, and that the goals were divided enough among the domains, as well as crossing over domains in some circumstances, to provide adequate breadth. The committee also felt that colleges or departments could require more breadth from their students.

The number of 700 level courses was the next topic. Jenkins pointed out that such courses provided depth, and that North Central was more concerned about breadth. Schneider countered that any 700 level course would meet the goals, and that students should have as many options as possible. Hunter did not think that students would take that many, and that it was better to wait until a problem arose. Jenkins asserted that there were potential problems; in particular, a student could take introductory courses in four domains, and then take seven upper division courses out of the fifteen general education courses. Obviously, that was the worst example. Moreover, students could end up taking multiple courses from the same department, such as Philosophy and Religious Studies,

which was proposing so many courses. So far the **GEC** had approved only two 700 level courses for general education credit, both **from** the Psychology department. Hunter suggested the possibility of limiting the taking of 700 level courses to one per domain. **Munro** was concerned about the need of the engineering programs to provide depth in the general education area for its students. The GEC decided to think about this issue, and come to some decision at next Friday's meeting.

Castronovo asked Jenkins to correct page two of the 1-21-00 minutes regarding the courses for which the two 4800 level proposals substituted. They were in reverse order.

GENERAL EDUCATION COMMITTEE MINUTES 2-11-00

ABSENT: Mosca, Pusch

Veterans and physical education credit – Jenkins reminded committee members that Sharon Mika had sent a query about what would happen to the Veterans credits for physical education under the new general education system. After some discussion, Jenkins looked at the catalogue and discovered that Veterans could not get credit for Health Science 590 under the old catalogue; rather, they did get credit for physical education activity courses. Since the new general education requirements did not include activity courses anymore, Veterans would not be given any credit for the new health classes, which were not required. However, they could be given elective credit for the activity classes, so there was no need for the General Education Committee to take any action. Jenkins was to report to Sharon Mika.

Breadth and the number of 700 or 800 level courses – conversation continued from the previous meetings regarding these topics. Many members indicated that they felt that the domains provided sufficient breadth, and that there was no need to mandate further breadth within the domains. Jenkins and Ritchey argued for additional breadth based on North Central's standards. Jenkins also pointed out that the goals themselves, as stated, called for further breadth in the subject matter. Tessier was concerned about the imposition of rules that could be difficult to enforce. She believed that only a few students might take too many upper division courses, and that we should not make up a rule that would hamstring just to cover a few exceptions. Schneider indicated that it was a better strategy to be tough on the certification of individual upper division courses rather than to have a general rule. A straw vote indicated that the committee did not wish to pass any rules regarding breadth.

The committee did discuss the possibility, though, of proposing some non-mandatory guidelines regarding breadth that it would circulate to departments and chairs. It would then be up to them to apply such guidelines. Jenkins asked each committee member to send him their proposed guidelines so that he might put them in a memo for next week's meeting.

990147 – GEOL 48xx, Field Camp. Ikram Khawaja had responded to our inquiries of last week. He indicated that there was no course listed in the Bulletin; hence, the 48xx and no description. Such a designation was standard practice, and had been so here at the university. Kasuganti raised a question about approving such a course, but Jenkins pointed out that these were matters to be settled by the University Curriculum Committee, since their use did not affect the course's status as a general education course. The committee was content with the additional description regarding the writing and speaking exercises. Hunter moved, Schneider seconded, a motion to certify. Motion passed.

990177 – ENST 5830, Risk Assessment. Jenkins said that Alan Jacobs had returned the new course description as requested, and reminded that the Committee had already certified the course pending attachment of an updated title and description.

Jenkins began discussion of the critical thinking intensive proposals; he pointed to the memo received from the subcommittee (Tom Shipka chair) regarding the proposals. Hunter moved, Ritchey seconded, a motion to accept all of the recommendations from the critical thinking subcommittee regarding the certification of intensive proposals. Both Schneider and Jenkins objected to considering the courses all at once; past practice had been to cover courses individually except for certain exceptions. The motion failed, 3-6 with one abstention.

990179 – PHIL 2600, Introduction to Philosophy. Ritchey moved, Schneider seconded, a motion to certify. Motion passed.

990176 – AMER 2600, American Identity. Tessier moved, Hunter seconded, a motion to certify. Motion passed.

990135 – SOCIO 3749, Sociological Theory. Kasuganti moved, Tessier seconded, a motion to certify. Motion passed.

990116 – SCWK 3760, Research Methods for Social Workers. Reiff moved, Funk seconded, a motion to certify. Motion passed.

990141 – CEEGR 4855, Reinforced Concrete Design. There were some suggestions made by the subcommittee. Hunter moved, Schneider seconded, a motion to certify without the suggested changes, and to pass on the comments as suggestions only. Ritchey was concerned that there was not enough of an answer to question 5a; he wanted more detail on the critical thinking exercises. He was not sure how a Building Code might lead to thinking critically. The motion passed 6-3 with one abstention.

990188 – NURSG 3743, Professional Nursing III. The committee did not think that the syllabus had enough description of the critical thinking exercises to merit certification. It was decided to return the course, and ask if the other nursing course might be used as a standard for this one to follow. It was also suggested that perhaps the appropriate sheets were accidentally left out.

990187 – NURSG 4840, Complex Care. Hunter moved, Funk seconded, a motion to certify. Motion passed.

Since the committee members had received the Music and Industrial Engineering substitute proposals, it was decided to have them considered first on the agenda at next week's meeting. The agenda will also include the writing intensive proposals, and the oral communication intensive proposals. Also the committee will consider the suggested guidelines for breadth.

GENERAL EDUCATION COMMITTEE MINUTES 2-11-00

ABSENT: Mosca, Pusch

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The committee did discuss the possibility, though, of proposing some non-mandatory guidelines regarding breadth that it would circulate to departments and chairs. It would then be up to them to apply such guidelines. Jenkins asked each committee member to send him their proposed guidelines so that he might put them in a memo for next week's meeting.

990147 – GEOL 48xx, Field Camp. Ikram Khawaja had responded to our inquiries of last week. He indicated that there was no course listed in the Bulletin; hence, the 48xx and no description. Such a designation was standard practice, and had been so here at the university. Kasuganti raised a question about approving such a course, but Jenkins pointed out that these were matters to be settled by the University Curriculum Committee, since their use did not affect the course's status as a general education course. The committee was content with the additional description regarding the writing and speaking exercises. Hunter moved, Schneider seconded, a motion to certify. Motion passed.

990177 – ENST 5830, Risk Assessment. Jenkins said that Alan Jacobs had returned the new course description as requested, and reminded that the Committee had already certified the course pending attachment of an updated title and description.

Jenkins began discussion of the critical thinking intensive proposals; he pointed to the memo received from the subcommittee (Tom Shipka chair) regarding the proposals. Hunter moved, Ritchey seconded, a motion to accept all of the recommendations from the critical thinking subcommittee regarding the certification of intensive proposals. Both Schneider and Jenkins objected to considering the courses all at once; past practice had been to cover courses individually except for certain exceptions. The motion failed, 3-6 with one abstention.

990179 – PHIL 2600, Introduction to Philosophy. Ritchey moved, Schneider seconded, a motion to certify. Motion passed.

990176 – AMER 2600, American Identity. Tessier moved, Hunter seconded, a motion to certify. Motion passed.

990135 – SOCIO 3749, Sociological Theory. Kasuganti moved, Tessier seconded, a motion to certify. Motion passed.

990116 – SCWK 3760, Research Methods for Social Workers. Reiff moved, Funk seconded, a motion to certify. Motion passed.

990141 – CEEGR 4855, Reinforced Concrete Design. There were some suggestions made by the subcommittee. Hunter moved, Schneider seconded, a motion to certify without the suggested changes, and to pass on the comments as suggestions only. Ritchey was concerned that there was not enough of an answer to question 5a; he wanted more detail on the critical thinking exercises. He was not sure how a Building Code might lead to thinking critically. The motion passed 6-3 with one abstention.

990188 – NURSG 3743, Professional Nursing III. The committee did not think that the syllabus had enough description of the critical thinking exercises to merit certification. It was decided to return the course, and ask if the other nursing course might be used as a standard for this one to follow. It was also suggested that perhaps the appropriate sheets were accidentally left out.

990187 – NURSG 4840, Complex Care. Hunter moved, Funk seconded, a motion to certify. Motion passed.

Since the committee members had received the Music and Industrial Engineering substitute proposals, it was decided to have them considered first on the agenda at next week's meeting. The agenda will also include the writing intensive proposals, and the oral communication intensive proposals. Also the committee will consider the suggested guidelines for breadth.

GENERAL EDUCATION COMMITTEE MINUTES 2-18-00

ABSENT: Pusch, Reiff, and Ritchey

The meeting opened with a discussion of whether to allow intensive components to be offered by section or by course. Previously, the GEC had decided that it was all right to allow intensive components to be offered by section. Jenkins said that the deans at Deans Council had indicated their support for offering by course only. They agreed that it would be better for students in terms of ability to plan. Munro agreed that engineering students needed to know about courses rather than sections because engineering designated courses for its students. Hunter, on the other hand, pointed out that Chemistry had an 800 level, writing-intensive course that he and several others would teach, but he was the only one who would teach it as writing-intensive. He worried that the course would not be offered as writing-intensive if all faculty had to include writing, and thereby students would not have as many options. Jenkins reminded the committee that Clyde Moneyhun had investigated the offering of writing-intensive components at other institutions. The input he received suggested that offering by section was not a problem, nor, of course, was offering by course, although some of those with the course option wish they had the section option. Maraffa commented that our situation might be more difficult because of having oral communication intensive and critical thinking intensive as well. Tessier expressed a concern that the Introduction to Philosophy course, which was seeking an intensive designation, would not be taught if it were by course only because some of the faculty would not want to teach the intensive component. She agreed that the course option would limit student's choices. Jenkins observed that the decision regarding this matter might reside with the deans since it involved scheduling, and that he might have to negotiate with them over the decision. The committee voted 7 to 2 to retain the section option.

990106,990107, 990108,990109 – MUSIC 3771,3772,27773,3774, Music History and Literature I, II, III, IV. These courses were being offered as fast-track substitute courses, although there were full proposals submitted earlier. Funk noted that music majors would be able to take three of these courses (and one other artistic and literary course outside the music department), so that they could limit the overall number of hours required to graduate. Schneider moved, Castronovo seconded, a motion to certify. Motion passed.

990066 – ISEGR 3724, Engineering Economy. This course was rejected before, but was now being submitted for substitute status in the societies and institutions domain. It would substitute for Economics 2610, Principles I. Munro stated that this submission was an effort to deal with the tightness in the Industrial Engineering curriculum and the number of hours required. He also believed that it was an economics course, and fit within the societies and institutions domain. Jenkins commented that the rejection of the course before as part of that domain would lead to its rejection as a substitute course as well. Kasuganti questioned its designation as an economics course; he thought it looked more like a business finance course. Members looked at the course syllabus, and many

concluded that it appeared to be a business finance course. Munro suggested that Martin Cala be given an opportunity to respond either in writing or before the committee. He believed that Cala could adequately demonstrate that this course was an economics course, and part of the societies and institutions domain. The committee agreed to do so.

990113 – FNUTR 1551, Normal Nutrition. After much favorable commentary, Tessier moved, Mosca seconded, a motion to certify. Motion passed.

Jenkins brought forward some guidelines on breadth, which he had drafted. The committee had agreed the previous week to propose such guidelines, not as rules but as suggestions. The first guideline read "Departments should try to avoid using their own courses as a way for their majors to satisfy general education requirements." It was decided to add the phrase "in the domains" to the end of the sentence. The second guideline read "Advisors should encourage students to take at least two departments in each domain other than basic skills and selected topics and electives." It was decided that the text should read "Advisors should encourage students to take courses from at least two disciplines to fulfill the domain requirements." The third guideline read "If possible, students should try to take courses that will enable them to have some exposure to every goal." It was changed to "Students should take courses addressing every goal." The last guideline, "Students should be encouraged to avoid taking more than one upper division course in each domain," was dropped for lack of support. Some discussion arose over whether to call these guidelines or recommendations, but no decision was reached. Tessier added that she had some additional suggestions that she would present at the next meeting. Jenkins indicated that we would return to these guidelines at the next meeting.

990134 – SCWK 5822, Social Work Methods 3. Bob Hogue, Director of Writing Across the Curriculum reviewed the writing intensive proposals. He concluded that there was not enough clarity in the responses to question 7 and 14. Hunter believed that the syllabus gave sufficient explanation, and so moved to certify; Tessier seconded. Motion passed.

990142 – SCWK 5820, Social Policy. Committee noted the lack of a syllabus, and agreed to return the proposal for inclusion of a syllabus.

990143 – GEOL 3701, Geomorphology. The committee agreed with Hogue's comments regarding the need for evidence of inclusion of the drafting process in the course.

990144 – GEOL 3704, Structural Geology. Jenkins commented that he did not have a direct report on this course from Hogue, and that he would bring it forward at the next meeting.

990150 – FOUND 3708, Education & Society. Jenkins noted that Dean Clara Jennings had reviewed the course, and signed off on it, but objected to it because of the limitation of 25 students per section. Members wondered whether it could be certified since a dean

had the power of scheduling. It was decided to hold consideration of this course until the next meeting to give Jim Pusch an opportunity to explain.

Jenkins reported that Sharon Mika had pointed out that there was a section in the Bulletin, on page 14, that permitted Veterans to get credit for both physical activity courses, and for the health course. There was a contradiction with the statement on page 40. Mika offered to give the Veterans four credits for electives as a compromise.

Finally, Jenkins reminded committee members that we needed to discuss our impression of the final list of certified courses, and whether there was a need to make any adjustments. **There would be no meeting next Friday because of the convention in San Antonio.**

GENERAL EDUCATION COMMITTEE MINUTES 3-3-00

ABSENT: Hunter, Maraffa

Intensive courses – Jenkins reported that he had met with the Deans Council on Wednesday, and had indicated the committee's support (7-2) for listing intensive courses by section in the student schedule of classes. His arguments included: experts in these areas recommended section listing because it would assure the quality of the instruction; Clyde Moneyhun had consulted a listserve and found that writing intensive components listed by section had worked at other institutions; Jerry Gaff and Carol Schneider Geary of AACU and Charles White of Portland State University had supported section intensives as pedagogically sound and workable. Despite this information the Deans Council strongly approved listing the intensives by course in order to assure that a sufficient number of sections would be available and so that students could plan. Jenkins recommended that the committee vote to accept the decision of the Deans Council, which was supported by the Provost. Jenkins noted that the Deans Council had indicated a willingness to consider a second tier of intensive courses offered by section for the following year. Munro moved, Kasuganti seconded, a motion that intensive courses be approved on a course basis only, and that this motion be applied retroactively. Tessier expressed her concern about the loss of creativity with such a policy. Motion passed with one nay, and one abstention.

Senate Executive Committee meeting – concern was expressed about a recent meeting of this committee, and the charges being made regarding the General Education Committee. Jenkins expressed his concern that Charles Singler had not discussed any of these matters with him or with the Gened Committee prior to going to the Executive Committee. Committee members generally endorsed the operation of the committee and its right to interpret the rules laid down by the Academic Senate. Kasuganti pointed out that this was standard administrative practice, and that committees had to have the power to apply rules to specific cases. Jenkins suggested, and the committee accepted by consensus, a policy that anyone who believed that we were establishing new rules that the Senate had to approve should present a motion to do so. Otherwise, committee members could request that the Chair, Bill Jenkins, report the details of a case to the Academic Senate for information. Nancy Mosca requested that the committee be included in any e-mail that goes out to chairs; Bill Jenkins concurred.

Martin Cala of Industrial & Systems Engineering – Cala was appearing at the invitation of the committee to speak to the issue of why he was submitting ISEGR 3724 (Engineering Economy) as a substitute course in Societies and Institutions for Economics 2610. Cala had sought the endorsement of Tod Porter, Chair of the Economics Department, but he had declined. Porter had shown Cala an economics text, and argued that the Engineering Economy text did not cover most of the material expected in Economics 2610. Cala admitted that this course was primarily an engineering course with an economics slant. He contended that this course met ABET (the engineering accrediting agency) standards regarding goals that were similar to those of societies and institutions, and that ABET would accept this course. If the Gened Committee rejected the proposal, he wondered, how could it square that with ABET's approval. He noted that the department was very enthusiastic about the course, and that he was well trained to teach it. Additionally, engineering deserved a place in the general education curriculum. It was also

noted that the number of hours needed for the engineering curriculum was a pressure as well. Finally, he argued that the original course proposal had demonstrated that the course met the domain goals, and that it should be approved.

In discussion with Cala, the following points were made: 1) the course is an engineering course primarily and thus not a fit into the societies and institutions domain; 2) the course does deal with some economics and thus reflects the goals of general education, but that is not enough to merit inclusion in the domain; 3) students should be taking subjects outside of their major because they are going to be citizens, and may even change careers; 4) it is better for students to take the basic economics course for general education than a course that focuses a portion of economics on career-related matters; 5) the course comes closer to a basic accounting course than to an economics course. Cala noted that he had attended Duke University, and had benefited from a pretty wide-ranging general education program.

Since Cala had asked for reconsideration of the course as a regular part of the Societies and Institutions domain, Jenkins asked for a motion on that issue. Tessier moved, Pusch seconded, a motion to reaffirm the previous rejection of the course by the committee. The motion passed. Munro then moved, Schneider seconded, a motion to approve this course proposal as a substitute. The motion failed with one aye, and one abstention.

Veterans credit – Sharon Mika wanted a decision regarding Veterans getting credit for general education courses; she was willing to accept giving them four credits for electives. Ritchey moved, Tessier seconded, a motion that the committee did not oppose granting the Veterans credit, but that the credits could not apply to the general education requirements. Motion passed.

990150 – Jim Pusch was present to talk about the writing intensive proposal from his department. He noted the Dean's opposition because of the class size issue, and asked the committee if it had any objections to this course as a writing intensive proposal. Pusch wanted then to discuss the matter with Dean Jennings in hope of resolving the issue. Tessier moved, Reiff seconded, a motion to indicate that the course proposal meets the criteria for certification as writing intensive, and that Jim Pusch should meet with the Dean in an effort to resolve the issue. This motion was not intended as an official certification of the proposal, but as information regarding its assessment. Motion passes.

The committee then began to consider writing intensive proposals. Jenkins noted that Bob Hogue had reviewed each of the proposals for today, and had no objections to them.

990144 – GEOL 3704, Structural Geology. Schneider moved, Mosca seconded, a motion to certify. Motion passed.

990154 – AMER 3701, Approaches to American Studies. Mosca moved, Schneider seconded, a motion to certify. Motion passed.

990180 and 990181 – ENGL 3701, 3702, British & American Literature 1, 2. Reiff moved, Tessier seconded, a motion to certify. Motion passed.

990182 – ENGL 3740, Advanced Writing. Mosca moved, Pusch seconded, a motion to **certify**. Motion passed.

990183 – ENGL 3741, Advanced Writing for Teachers. Kasuganti moved, Pusch seconded, a motion to **certify**. Motion passed. **Reiff** pointed out that an education major could take either Advanced Writing course.

990184 – ENGL/JOURN 3721L, Journalism Workshop. Pusch moved, **Reiff** seconded, a motion to certify. Motion passed.

990185 – ENGL 3743, Professional & Technical Communication. Pusch moved, Tessier seconded, a motion to certify. Motion passed.

990186 – ENGL 3744, Proposal & Report Writing. Pusch moved, **Reiff** seconded, a motion to certify. Motion passed.

GENERAL EDUCATION COMMITTEE MINUTES 3-3-00

ABSENT: Hunter, Maraffa

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RECOMMENDATIONS REGARDING BREADTH

- 1) Departments should ~~try to~~ avoid using their own courses as a way for their majors to satisfy general education requirements in the domains.
- 2) Advisors should encourage students to take courses from at least two disciplines to fulfill ~~the domain requirements~~ ^{each}.
- 3) Students should take courses addressing every goal.

~~The GER~~ ^{design their gen. ed. curriculum so as to address} Students total GER course set should address every goal. ^{Every goal.}

FC¹ NM² — Motion passes

GENERAL EDUCATION COMMITTEE MINUTES 3-10-00

Absent: Funk, Hunter, Maraffa, Pusch, Ritchey, Schneider

Oral Communication Intensive

Jenkins commented that Dan O'Neill had read each proposal, and recommended them all, but he had some questions about the MATH and STAT proposals.

990080 – SCWK 2622, Social Work Processes. Castronovo moved, Kasuganti seconded, a motion to certify. Motion passed.

990145 – GEOL 4899, Special Topics. Tessier moved, Castronovo seconded, a motion to certify. Motion passed.

990146 – GEOL 5815, Geology and the Environment II. O'Neill wanted the Geology Department to know that the course did not have to require a full 25-minute presentation from each student. Pedagogically, 10 to 15 minutes would suffice with the remaining time spent on discussion of the presentation. Castronovo moved, Mosca seconded, a motion to certify. Motion passed.

990178 – ENST 4800, Environmental Impact Statement. Tessier moved, Reiff seconded, a motion to certify. Motion passed.

Jenkins brought up O'Neill's concerns about the next two courses. He felt that they needed to emphasize the presentation of material through visuals more, and that they might need to speak to a more general audience. Committee members did not feel the need to have them speak to a more general course in such specialized courses. They directed Jenkins to convey to the departments the possibility of employing visuals.

990173 – MATH 5880, Topology. Mosca moved, Reiff seconded, a motion to certify. Motion passed.

990175 – STAT 5817, Applied Statistics. Tessier moved, Mosca seconded, a motion to certify. Motion passed.

Writing Intensive

990142 – SCWK 5820, Social Policy. Joe Mosca had returned a syllabus to the committee, which had requested one earlier. Reiff moved, Tessier seconded, a motion to certify. Motion passed.

990174 – MATH 3743, Probability and Statistics. Kasuganti moved, Mosca seconded, a motion to certify. Motion passed.

990190 – ENST 3781, Environmental Sampling. Munro moved, Reiff seconded, a motion to certify. Motion passed.

990192 – ECEGR 3711, Intermediate Laboratory 1. Tessier moved, Castronovo seconded, a motion to certify. Motion passed.

The committee decided to postpone consideration of the resubmitted course proposal, 990114, until the next meeting. Brandon Schneider could not be present because of the necessity of serving as a witness at a grievance hearing. The committee decided to proceed with consideration of his proposal that we drop the intensive requirements. Castronovo commented that, although Schneider made some good points, it would be hazardous to bring any recommendations to the Academic Senate. Jenkins expressed a reluctance to act so quickly on eliminating a requirement passed by the Academic Senate. Faculty was responding slowly because of the pressures of time, but he believed that we needed to take a longer time to make a judgement that the new system would not work. Tessier contended that some of his observations were inaccurate, such as the one regarding the length of student presentations. She also felt that it was premature to act at this time. Munro brought up his fears that the oral communication intensive requirements would take up so much time that content would be affected. He was not sure that we should keep the two oral communication intensive requirement. Jenkins pointed out that the Criteria for this area required only 15 minutes of "graded oral communication assignments, that might include interpersonal, group, and/or presentational activities." A consensus was reached that the committee would take no action at this time, but would continue to monitor the situation into the spring.

Recommendations Regarding Breadth – Jenkins reminded that committee that we had passed three provisions for breadth, and needed to examine them for possible amendment or addition. The committee decided to eliminate the words, "try to," from the first proviso that "Departments should try to avoid using their own courses as a way for their majors to satisfy general education requirements in the domain." Castronovo was fearful that its elimination would have an adverse impact on what his department was doing with substitute courses. He was assured that the committee stood behind its decision to approve hid department's recommendation, and that the intent was to have an impact on those departments and students having a choice. Nancy Mosca recommended that the second proviso should read, "Advisors should encourage students to take courses from at least two disciplines to fulfil each domain requirement," thus making clear that it did not apply across the domains. The committee accepted the change. Finally the committee decided to reword the last proviso as follows: "Students should design their general education curriculum so as to address every goal." After Jenkins agreed to write a preface for the Senate report that spoke about the overall goals of general education and that indicated the status of these provisos as recommendations only, Castronovo moved, Mosca seconded, a motion to approve the three provisos. Motion passed.

Jenkins announced that unless something vital came up, the General Education Committee would not meet the next two weeks. He would send out a class schedule, which members should return as quickly as possible.

GENERAL EDUCATION COMMITTEE MEETING 3-31-00

ABSENT: Castronovo, Hunter, Maraffa, Munro

Jenkins opened the meeting with a discussion regarding the most recent meeting of the Executive Committee of the Academic Senate. Charles Singler and Barbara Brothers had presented a number of concerns relating to procedures of the General Education Committee. Jenkins believed that these concerns should have been presented to the GEC, but he was prepared to comment at next Wednesday's meeting of the Academic Senate on matters relating to procedures. The GEC agreed that it was the job of the committee to interpret the rules and guidelines laid down by the Academic Senate.

CAPSTONE COURSES

990200 – ECON 4880, Analysis of Economic Problems. **Ritchey** moved, **Schneider** seconded, a motion to **certify**. Motion passed.

990201 – PSYCH 4890 & 4890H, Senior Thesis. **Tessier** moved, **Reiff** seconded, a motion to **certify**. Motion passed

WRITING INTENSIVE COURSES

990193 – GEOG 3715,3717,3719,3721, Regional Geographies. Jenkins reported that Bob Hogue was concerned about the "amount and type of writing involved in the Term Project" for the last three courses. The committee did feel that on a number of the syllabi there was not enough of a description of the Term Project. It was also felt that there should be inclusion of writing goals in the Goal section of the syllabi. **Reiff** raised a question about the filing of the four courses together. They seemed to be different based on the instructor involved, and so she suggested that there be separate proposals. The GEC agreed. **Schneider** moved, **Pusch** seconded, a motion to **certify**. The motion failed with only one positive vote. It was decided to return the course proposal to the Geography department with the above comments.

990194 – PSYCH 3764L, Psycholinguistics Laboratory. Hogue found no problems with this course. **Tessier** moved, **Pusch** seconded, a motion to **certify**. There was much favorable commentary, and the motion passed.

990195 – GEOG 3741, Geography of Transportation. Hogue approved this course. **Schneider** moved, **Pusch** seconded, a motion to **certify**. Motion passed.

990196 – ECON 4855, Health Economics. Hogue approved. Committee members were concerned about the lack of attention to the writing process in the syllabus. It was also agreed that there should be of a statement about writing goals in the Goals section. GEC decided to return the proposal with the above commentary.

990197 – ECON 5801, Economics of Industrial Organization. Tessier moved, Ritchey seconded, a motion to certify. Jenkins pointed out that Bob Hogue was concerned about the inclusion of essay exams as part of the writing exercises, and the fact that the non-exam writing only totaled 25% of the grade, not 30% as required. Jenkins felt that the essay exam should not count since it did not utilize the writing process, but Reiff and Ritchey felt that the essays should be because they involved writing to learn. It was decided that the amount of writing required, apart from the exam, was sufficient to justify including the essay exam. Schneider moved, Tessier seconded, a motion to certify. Motion passed.

990202 – ECON 5806, History of Economic Thought. Jenkins mentioned that Hogue also was concerned about the essay exams in this course proposal. The committee decided that the 28%+ amount of writing, apart from the essay exams, was sufficient to certify. Tessier moved, Ritchey seconded, a motion to certify. Motion passed.

990150 – FOUND 3708, Education & Society. Dean Jennings had written to the committee a letter explaining her objection to the certification of this course as a writing intensive course. Discussion arose about the power of a dean to determine class size. Jenkins pointed out that the committee had no control over class size, only over certification. A problem in teaching the writing process might also occur if the class had 40 students. Pusch asked the committee not to take any action, and to give the faculty and the dean time to work on the differences. Committee members agreed to wait.

Next meeting – Jenkins asked committee members about the possibility of meeting either Monday, Wednesday, or Friday from 8 to 10, or on Friday from 12 to 2. The need for an alternative arose because of Munro's schedule. **Tentatively, the meeting will occur next Friday from 1 PM to 3 PM unless reported otherwise.**

**GENERAL EDUCATION COMMITTEE
MEETING 4-7-2000**

ABSENT: Hunter, Maraffa

Jenkins reported on the Wednesday Senate meeting. His report on the committee's work went well. There were no questions, and Charles Singler commented favorably after the meeting.

Jenkins asked for a report from Jim Pusch on how things were progressing with Dean Jennings. He indicated that Rob Levin was sending us a letter regarding the Dean's objection, and that he needed more time to deal with the differences.

990114 – HMEC 2680, Consumer Economics (PSR). Jenkins explained that the committee had returned this course last November because only one section was being offered, Ms. Draa was not a regular faculty member, and Dr. Elias would probably not teach this course consistently. There was also concern expressed about the sufficiency of the explanation about goal 9, and the lack of a schedule in the syllabus. Moreover, on page 3 of the syllabus there was a reference to an upper-level course. Jenkins raised the question of whether this belonged in the Special Topics category because of its combination of goal nine with economics. He was concerned that goal 9 did not include any statements about economic well being. Some committee members were concerned about the skimpiness of coverage of the subsidiary goal; others wanted a beefing up of the justification under goal 9. Jenkins elaborated that goal 9 called for an understanding of the "physical, mental, and emotion well-being" of the individual, and that the economic well-being of the consumer was not broad enough to meet the goal, but he thought that it did meet it enough to be considered for inclusion in Special Topics if allied sufficiently with a goal from another domain. Ritchey moved, Munro seconded, a motion to reject the course, but then withdrew the motion. Tessier moved, Schneider seconded, a motion to send it back for further work. If the department wanted the course to fit within the personal and social responsibility domain, then it needed to focus on the syllabus to demonstrate that the coverage of material in the course is broad enough to meet goal 9, and on the subsidiary goal to prove that the course indeed reached that goal. The committee also suggested that the department might want to look at the Special Topics domain. Motion passes.

990012 – TCOM 4887, Theories and Criticism of Telecommunication (CT). The committee had sent this course proposal back in October with comments about the sufficiency of the justification, and the skimpiness of the syllabus. More specifically, the committee did not feel that questions number 7 had been answered adequately. Jenkins had not returned this course to the critical thinking committee because it was a resubmission. Schneider moved, Ritchey seconded, a motion to certify. Motion passes.

990191 – ENST 3700, Environmental Chemistry (CT). Jenkins reported that the critical thinking subcommittee was lukewarm at best. There was concern that the course seemed to be the same as that offered before, and that there was no sufficient indication of

elaboration on critical thinking goals or assignments. Schneider and Munro believed that this course met the intensive objectives, and pointed to various parts of the narrative and the syllabus as proof. Other felt that there was not sufficient indication of follow-through in the syllabus. Ritchey and Tessier expressed concerns about how the critical thinking process was being taught. The committee felt that the course had critical thinking as an integral part of the course, but that there needed to be more attention to how students learn the process, and not simply engage in critical thinking. Tessier moved, Ritchey seconded, a motion to send it back. Motion passes with 1 nay, and 2 abstentions.

990203 – SCWK 2644, Human Behavior and the Social Environment 2 (CT). Jenkins reported that the critical thinking subcommittee was impressed with this proposal and recommended its acceptance. The committee was also very impressed. Mosca moved, Pusch seconded, a motion to certify. Motion passes.

990198 – MATH 4845, Operations Research (OCI). Jenkins reported that Dan O'Neill had reviewed this proposal. He was concerned about the response on page 3, question 7. The second paragraph talks about the audience completing an evaluation form, which may count as part of the presenter's grade (see also the answer to question 13). He believes that these forms should only be used as feedback to the presenter. Ritchey explained that it was his intention to use that feedback, but not as a major part of the grade. Many committee members felt that it was appropriate to examine the peer evaluations. Tessier, who uses peer evaluation in small group sessions, believed that students made an honest assessment. Reiff pointed out that peer evaluation was used in the writing area, and that it was used as a small part of the grade. Munro felt that the peer evaluation could also be used to make a judgement about how well the peer evaluator was understanding the standards. O'Neill also suggested that the presentations be permitted for a range of minutes rather than for 10 or 15 minutes only. It was decided that a range was appropriate, but that the course could still be approved as oral communication intensive. Mosca moved, Reiff seconded, a motion to certify. Motion passed.

990199 – GEOG 3722, Historical Geography of the United States (OCI). O'Neill was pleased with this course, and recommended its approval. He did also indicate that he felt that a range of minutes was more appropriate for speaking assignments. Reiff moved, Pusch seconded, a motion to certify. Motion passes.

990011 – TCOM 1595, Survey of American Mass Communication (SI). Jenkins pointed out that the committee had returned this proposal twice. When it was returned in August, the complaint was that the proposal did not discuss the goals of the domain. Jenkins suggested that this course might fit better in the Special Topics domain because of its emphasis on humanities type topics. Its title included the term, "rhetorical." Castronovo argued that it was not really a humanities course, but was simply placed there because of the department's location within the humanities area. Others felt that it demonstrated sufficient coverage of goals within the societies and institutions domain. There was some discussion of the lack of a schedule, but it had been turned in with the previous submission. Tessier moved, Ritchey seconded, a motion to certify. Motion passed.

Jenkins introduced the subject of assessment. He had a list of possibilities for the upcoming year, which he wanted to discuss today, and work toward finalizing in the next few meetings. The possibility discussed was the collection of syllabi by a committee to review for goal statements and follow-through on assignments. Mosca suggested that the committee should distribute a list of its expectations for syllabi regarding general education this spring, so that faculty could design the syllabi for the fall with those expectations in mind. Munro felt that we should also send that list in the fall. The committee concurred. It was agreed that the syllabi should include statements regarding the fact that the course is a general education course, the general education goals being attained, and a demonstration through assignments of the achievement of the goals as reflected in the topics and assignments. Jenkins indicated that he would make up a draft regarding syllabi, and return it for consideration at next week's meeting.

The second area discussed involved the skill courses. It was decided that those departments teaching the skill courses should be asked to design an assessment process for those courses.

Undiscussed at the meeting were the possibilities of having each domain set up a committee composed of departments with courses in the domain to establish assessment criteria and procedures, conducting student exit surveys, and using the ETS test for seniors and entering freshmen. Suggestions from committee members included the use of focus groups, portfolios from selected students, and the gathering of statistical information on whom was taking the course. Jenkins reminded the committee that we need to approach this work with caution because of the number of people and amount of time required for each element of evaluation. Marie Cullen, the Director of Assessment, believed that piece-meal assessment was more practical and achievable, as proven by the experience of other institutions. The committee will continue to consider this area at the next meeting.

**GENERAL EDUCATION COMMITTEE
MEETING 4-14-2008**

ABSENT: Mosca, Reiff

Writing Intensive –

990196 – ECON 4885, Health Economics. Jenkins stated that the only change was a new syllabus because the committee had requested a better statement of the writing goals and an indication of how the writing process was being implemented. Schneider moved, Hunter seconded, a motion to certify. Motion passed.

Capstone –

990205 – PHYS 4805, Undergraduate Physics Research. The committee felt that the response was too sparse, and the syllabus not sufficiently indicative of the scope of the capstone course, or of the elements required for certification. Maraffa moved, Hunter seconded, a motion to return the course for revision. Motion passed with one abstention.

990206 – HIST 4870, Senior Research Seminar. Schneider raised questions about the use of all the texts listed, the assignment of a book review, and the inclusion of peer review. Jenkins indicated that the texts would be used, as well as the assignment of a book review, but that he was not sure about peer review. Schneider was presently taking the course, and these elements were changed. Jenkins indicated that this was the old course. Tessier moved, Pusch seconded, a motion to certify. Motion passed.

990212 – ASTRO 4805, Undergraduate Astronomy Research. The committee felt that the response was too sparse, and the syllabus not sufficiently indicative of the scope of the capstone course, or of the elements required for certification. Hunter moved, Tessier seconded, a motion to return the course for revision. Motion passed with one abstention.

Layout of the course proposals – Brandon Schneider wanted to discuss the oral intensive area; he felt that there were not enough courses, and that some adjustment had to be made. Jenkins provided an update on the number of courses in each intensive area. Many committee members expressed concern about the oral communication intensive course total – only nine so far with two under consideration. Many had heard that it was difficult to get faculty to consider doing an oral intensive because of the amount of time spent on the presentations. Some suggested limiting the oral intensive to one course; others thought the capstone could count as one. Also under discussion was the possibility of permitting less time consuming forms of oral communication. Perhaps small group discussion could count; perhaps whatever was done should count as a smaller percentage of the grade. It was decided to communicate the concerns to Dan O’Neill, and ask him to attend the next meeting. There was some discussion, but no decision, about whether we could do this as an interpretation of the rules, or whether we would have to take the issue to the Academic Senate. Phil Munro expressed his concern about the ability of his department to provide two writing intensive courses. The committee decided to take no action with regard to the writing or critical thinking intensive courses.

Jenkins pointed out that the societies and institutions domain had enough courses to offer an estimated **180** sections in the upcoming year. He was concerned that the distribution was not correct, and that problems might arise. **Maraffa** had totaled the number of sections for the fall, and came up with **97** in societies and institutions, **37** in artistic and literary perspectives, and **25** in natural science. Jenkins pointed out that the actual offerings were pretty close to the number estimated. Hunter suggested that the numbers in the science sections explained why they were lower; he also observed that students might select an **S&I** course as their elective. **Maraffa** contended that there were a number of **S&I** sections taught by limited service and that the numbers would ultimately balance out. **Ritchey** thought that we should wait to see what happens with the fall enrollment, but Jenkins said that during the fall many students would still be under the old system. It was decided to engage in watchful waiting.

Assessment – Jenkins brought the attached report on possible strategies for discussion. The committee agreed that **1)** the syllabi should have to be submitted for the fall, **2)** the writing and oral communication committees should also deal with the intensive courses, and **3)** mathematics should provide some assessment suggestions for the math course. We will discuss this further next week.

990216 – PHYS 3741, Electromagnetic Field Theory 1. As with the previous course, there were a number of subcommittee concerns, so the GEC decided to return the course with a request that the department consult with Shipka.

990220 – NURS 3743, Professional Nursing III. Jenkins pointed out that this course had been submitted as 990188, and was now being returned for further consideration. The department had overlooked sending parts of the proposal, and had now included them. Tessier moved, Pusch seconded, a motion to certify. Motion passed.

Writing Intensive

990223 – MATH 3721, Abstract Algebra I. Bob Hogue did not think that question #14 was adequately answered. It was decided to approve the course, but to ask the instructors to attend a workshop if that had not already been done. One committee member remembered that Floyd Barger had attended the same workshop as he had. Munro moved, Funk seconded, a motion to certify. Motion passed.

990225 – GEOG 3721, Regional Geography of Ohio. Bob Hogue thought that the answer to question #13 need to detail how progress would be assessed throughout, not just at the end. Tessier observed that the syllabus provided an adequate answer to #13, and she recommended approval. Castronovo moved, Funk seconded, a motion to certify. Motion passed.

990226 – MUSHL 3773, Music History & Literature III. Hogue had a similar observation to this course. Funk pointed out that the syllabus again provided sufficient detail. Tessier moved, Funk seconded, a motion to certifi. Motion passed.

990227 – RESPC 3741, Respiratory Clinic III. Hogue was concerned about whether a total of 30% for writing was part of the grade. Committee members deciphered the syllabus again to determine that indeed more than 30% of the grade applied to writing assignments. Munro moved, Tessier seconded, a motion to certifi. Motion passed.

990228 – MECH 3751L, Stress and Strain Analysis Lab. Hogue had no questions about this course. Funk moved, Munro seconded, a motion to certifi. Motion passed.

990229 – MECH 3720L, Fluid Dynamics Lab. The committee believed that there were sufficient descriptions in the syllabus to satisfy as an answer to question #13. It was decided to ask the faculty to attend a workshop if they had not already done so. Munro moved, Pusch seconded, a motion to certify. Motion passed.

Jenkins announced that the committee would not be meeting for the next several weeks. His policy during the summer would be to wait for a large pile of courses, and to meet only a few times before school starts again. He asked committee members to give him a schedule for the summer. Any meeting would probably occur in the afternoon.

ASSESSMENT April 14,2000

Possibilities for the upcoming year:

Syllabi -- 1) require all syllabi to include a statement of gened goals that relate to the course, and a demonstration of appropriate follow through in the assignments; 2) send out a statement regarding number one in the spring; 3) require each department to forward syllabi in September for each section of a general education course offered in the fall; 4) set up committees to review the general education syllabi of all courses and sections being taught in the fall.

Start the following three projects immediately.

Writing I and Writing II, writing intensive– ask the English Department to establish an assessment process for their courses. Review the recommended process and give approval.

Oral Communication, oral communication intensive – ask the Communication Department to establish an assessment process for their courses. Review the recommended process and give approval.

Critical Thinking Intensive – ask the critical thinking subcommittee to establish an assessment process for such courses. Review the recommended process and give approval.

Mathematics – ask the mathematics and statistics department to establish an assessment process for the math course. Review the recommended process and give approval.

For the fall.

Set up committees in each domain to discuss and make recommendations about how to assess goal achievement.

Design student exit surveys.

All ready for implementation

ETS test of departing seniors and entering freshmen.

GENERAL EDUCATION COMMITTEE MEETING 4-21-2000

ABSENT: Hunter, Ritchey

Jenkins went over the most recent copy of the database, and updated entries for committee members.

Writing Intensive

990207 – BIOL 5832, Principles of Neurobiology. Jenkins explained that Bob Hogue wanted to see more discussion on the process of writing, especially regarding the short papers. Reiff pointed out that there was such discussion in the handouts accompanying the syllabus. Tessier moved, Schneider seconded, a motion to certify. Motion passed.

At this time Dan O'Neill appeared to discuss the oral communication intensive courses. Jenkins set the framework by pointing out that the General Education Committee was concerned about the paucity of OCI courses so far. Some members had heard that faculty were reluctant to submit such a proposal because of the length of time (up to five weeks under semesters) that would be spent in making presentations. Jenkins had talked with O'Neill about what he perceived to be the minimums, and had asked him to come today to share his insights with the committee.

O'Neill told the committee that he believed that a seven to ten minute presentation was sufficient, and that other oral exercises, such as reporting on small group work, could be counted. He also added that preparation, or even the writing of an outline or a lesson plan could count as part of the assignment. If, however, there were forty students in a class, he would not recommend that it be approved as an OCI course. He believed in holding to the 25 minimum of the Senate Model. When questioned about the coverage of content, O'Neill suggested that the student should be reporting on material that is part of the course content, thereby alleviating the ~~problem~~ to some degree. Maraffa asked O'Neill whether he thought the capstone course might count in place of one of the OCI courses; this would reduce the number of OCI courses to one. O'Neill felt that the present sequence was appropriate, and was reluctant to change. It was decided to have Jenkins and O'Neill explain the situation to the chairs at the Provost's Chairs meeting next Tuesday, and to report back to the committee. Perhaps the explanation of what could be done might alleviate the fears.

Schneider raised the issue of the language of the Model permitting students to take only one of the OCI courses on the upper division level. Jenkins pointed out that many of the lower division courses would have many more than 25 students. O'Neill had no problem with amending the language so that a student could take both OCI courses on any level or in combination. Jenkins designated this issue as one to be discussed as part of next week's agenda, and encouraged members to bring appropriate language.

Tessier asked that there be communication with department chairs regarding the intensive courses, and a request made for the submission of such courses within the next month, or

at least an indication made of the possible number of such courses coming from a department; a deadline was seen as inappropriate. Jenkins concurred.

990208 – GERMN 3750, Heritage 1. Jenkins told the committee that Bob Hogue was concerned that no faculty members had attended a workshop or had direct experience teaching writing. He also thought that 8 short papers in a 15 week semester course was too much, but he was willing to approve if the department had no problem with the assignment. Castronovo argued for certification because the faculty were language teachers, and indeed had experience in the teaching of writing. It was decided that the submission of the **proposal** was sufficient indication of the willingness to undertake such an extensive assignment. Mosca moved, Pusch seconded, a motion to certify. Motion passed.

990209 – POLSC 3704, American Political Parties & Elections. Jenkins indicated that Hogue had no problems with this submission. Reiff moved, Pusch seconded, a motion to certify. Motion passed.

Jenkins began a discussion of what to do regarding assessment in the domains. He suggested that there be committees in each domain composed of faculty teaching courses in that domain, which would have the responsibility in the upcoming year of formulating assessment procedures for that area, and recommending them to the General Education Committee. Funk was concerned about the amount of time such committees might spend, and about which end of the elephant they might choose to interact with. She felt that they needed more direction. Jenkins offered the possibility of inviting Marie Cullen as Director of Assessment to the Gened meeting to talk about the parameters of good assessment. The committee agreed to invite Cullen.

GENERAL EDUCATION MEETING MINUTES 4-28-00

Absent: Hunter, Reiff

The meeting began with the consideration of four proposals:

Artistic & Literary Perspectives

990039 – MUSIC 2716. **Title:** Film Music. **Description:** A historical survey of the use of music in motion pictures. Examination of different styles in works by major composers. 3 SH. Charles Singler had objected last summer to this course proposal because of the lack of a subsidiary goal. The music department was now submitting a description of how the course met goal 10. Jenkins explained that Singler had withdrawn his objection, but the committee needed to examine the changes to see if the course still met with its approval. Funk moved, Schneider seconded, a motion to certify. Motion passed. The course will be attached to the Senate agenda.

Oral Communication Intensive

990204 – SCWK 3737, Social Work Methods 2. Dan O'Neill approved of this course. Pusch moved, Schneider seconded, a motion to certify. Motion passed.

990210 – GEOG 3730, Global Climates. Dan O'Neill approved of this course. Schneider moved, Mosca seconded, a motion to certify. Motion passed.

990211 – PHYS 4823, Laser Physics and Photonics. Dan O'Neill approved of this course. Schneider moved, Kasuganti seconded, a motion to certify. Motion passed.

Oral communication intensive courses – Jenkins began the discussion of the wording regarding these courses contained in the Model by noting that he and Dan O'Neill had reported to the Provost's Chairs Meeting last Tuesday, and there had been very few questions or complaints. Jenkins had already sent out a memo to chairs indicating that they should be forwarding such course proposals by the end of the quarter, or providing a complete list of courses that would be submitted for each category. The General Education Committee would then examine the status of such courses early in the summer.

All committee members agreed that the wording in the Model was confusing, and that it would be better to permit oral communication intensive components to be attached to any course, and to allow students to take any combination thereof. Members were concerned that the language restricted students to taking only one on the upper division level, and that such a restriction might limit the number of options for students in taking such courses. After much discussion, Tessier moved, Ritchey seconded, a motion to delete the wording contained within the parenthesis in paragraph one of page 3 of the GER Model, and to replace it with "Any course, except for a capstone, may qualify as oral communication intensive, whether it is a GER course or not, as long as it has been certified as oral communication intensive," and to add "except for a capstone" to the

second sentence under critical thinking, which would not read, "Any course, except for a capstone, may qualify as critical thinking intensive, whether it is a GER course or not, as long as it has been certified as critical thinking intensive." Motion passed.

Schneider was also concerned about the writing intensive language and the disparity between the second sentence of the second paragraph on page 2, which said that a student could take one writing intensive course on the upper division level, and the last sentence of that paragraph, which restricted students to taking writing intensives on the 700 or 800 level. Schneider moved, Munro seconded, a motion to delete in the second paragraph under Writing on page 2 from the beginning of the parentheses to the sentence beginning with "Writing coordinators," and replace it with "Any upper division course, except for a capstone, may qualify as writing intensive, whether it is a GER course or not, as long as it has been certified as writing intensive." Munro indicated that he had a 2600 level course which he would like to be certified as writing intensive since one of the labs had a Writing 2 prerequisite. After much discussion, Jenkins asked that we check with Bob Hogue and Mary Jo Reiff, who could not be here today, about the upper division requirement, and why writing across the curriculum supporters wanted that restriction. Pusch moved, Tessier seconded, a motion to table until the next meeting. Motion passed.

Jenkins noted that Marie Cullen could not attend this meeting, but would do so next Friday to discuss assessment.

GENERAL EDUCATION COMMITTEE MINUTES 5-5-00

Absent: Hunter, Maraffa, Reiff, and Ritchey

Jenkins introduced Marie Cullen, the Director of Assessment. She talked about some of the basic principles of assessment. Along with her presentation she provided some graphs showing the results of some measures already being used by the university and a handout with an outline of her talk. There was much discussion, but no decisions made.

The committee then welcomed Bob Hogue to discuss the writing intensive requirements. In particular, the committee, based on discussions at its last meeting, wanted to discuss whether it was reasonable to certify a 2600 level course with a prerequisite of Writing 2 as writing intensive. Hogue believed that it was possible, but he expressed concern about whether the prerequisite would be enforced. He also felt that the twin goals of writing to learn and learning to write would be best met within the discipline. With either intensive courses at the 3700 or 4800 level, students would have finished Writing 1 and Writing 2 prior to taking one of the courses, and would be learning to write within the discipline. Schneider, though, was concerned about adding another hurdle for students. He believed that it was difficult for many students to finish Writing 2. Tessier spoke in favor of the upper division requirement on the basis that it would spread student writing over the entire career; thus, the student would progress throughout the time spent as an undergraduate. Munro advocated that there be one 2600 level course for writing intensive because that would ensure even more of a spreading out of the development of the student. It was decided to continue discussion of this matter at the next meeting.

GENERAL EDUCATION AND UNIVERSITY CURRICULUM PROPOSAL FLOW FORM .

- I. Proposal Of An Already Existing Course
 - A. After Dean's review, the department submits the course proposal to the General Education Committee.
 - B. The General Education Committee reviews the course and undertakes one of the following actions:
 1. Certification of the course as proposed. Course is then circulated as part of the objection stage.
 2. Return of the course to the department with advice on how to improve the proposal for possible certification. Coordinator will meet with the department if requested. The course may be resubmitted for possible certification.
 3. Rejection of the course proposal. The Coordinator will explain the reasons for rejection to the department.
 - C. A certified course will be circulated for ten working days through the deans' offices and with notification to the chairs. The circulation process may result in the following options:
 1. If no objections are forthcoming, the course is certified as a general education course and appended to the Senate agenda. It will also be added to the list of certified general education course on the General Education Website.
 2. If a faculty member, chair, or dean lodges a complaint with a written memo to the Coordinator of General Education within the ten working days, then the objector and the proposing department will meet informally to discuss the objection. From this meeting the following results might occur:
 - a) the objector withdraws the complaint in writing, and the course is certified and appended to the Senate agenda.
 - b) the proposing department agrees to change the proposal and sends it to the General Education Committee. If GEC approves the changes, then the course is certified and appended to the Senate agenda.
 - c) the two sides can not agree on changes. The proposing department can ask the General Education Committee to act on its proposal. Both sides will be permitted to present arguments at the meeting in which the GEC considers the proposal. If the General Education Committee votes to certify, and the objector does not withdraw the objection, then the Coordinator of General Education will present a resolution to the Academic

Senate to certify. Approval by the Academic Senate will result in the course's addition to the list of certified courses.

II. Proposal of a New Course

A. A proposing department must submit a completed University Curriculum Committee form and a completed General Education Course Proposal form in one package to the University Curriculum Committee. UCC will send the appropriate forms to the GEC.

B. The General Education Committee will review the course and undertake one of the following actions:

1. Certification of the course as proposed. Course is then returned to UCC for its review and circulation as part of the objection stage.
2. Return of the course to the department with advice on how to improve the proposal for possible certification. Coordinator will meet with the department if requested. The course may be resubmitted for possible certification.
3. Rejection of the course proposal. The Coordinator will explain the reasons for rejection to the department.

D. A certified course will be jointly circulated with UCC for ten working days through the deans' offices and with notification to the chairs. A course must clear the objection stage for both committees in order to be certified as a general education course. The circulation process may result in the following options:

1. If no objections are forthcoming to either committee, the course is certified as a general education course and appended to the Senate agenda. It will also be added to the list of certified general education course on the General Education Website.
2. If a faculty member, chair, or dean lodges a complaint with a written memo to the Coordinator of General Education within the ten working days, then the objector and the proposing department will meet informally to discuss the objection. From this meeting the following results might occur:
 - d) the objector withdraws the complaint in writing, and the course is certified and, pending UCC approval, appended to the Senate agenda.
 - e) the proposing department agrees to change the proposal and sends it to the General Education Committee. If the committee approves the changes, then the course is certified and, pending UCC approval, appended to the Senate agenda.
 - f) the two sides can not agree on changes. The proposing department can ask the General Education Committee to act on

its proposal. Both sides will be permitted to present arguments at the meeting in which the GEC considers the proposal. If the General Education Committee votes to certify, and the objector does not withdraw the objection, then the Coordinator of General Education, pending UCC approval, will present a resolution to the Academic Senate to certify. Approval by the Academic Senate will result in the course's addition to the list of certified courses.

GENERAL EDUCATION COMMITTEE MEETING 5-12-00

Absent: Hunter, Kasuganti

Jenkins began discussion of the writing intensive requirements talked about at last week's meeting. He shared Brandon Schneider's suggestion with the committee. Schneider moved, Pusch seconded, a motion to bring back to the table the motion from the meeting of 4-28-00 that read, "to delete in the second paragraph under Writing on page 2 from the beginning of the parentheses to the sentence beginning with 'Writing Coordinators,' and replace it with 'Any upper division course, except for a capstone, may qualify as writing intensive, whether it is a GER course or not, as long as it has been certified as writing intensive.'" The motion passed. Schneider then moved, Munro seconded, a motion to amend that would add to the above motion two sentences that read, "Any lower division course with a prerequisite of English 1551 may also be certified as writing intensive, provided it meets the criteria for a writing intensive course. Students must take at least one writing intensive course at the upper division level." The motion to amend passed. Then the committee debated the motion as amended. The motion passed. After some discussion, it was decided that the resolution regarding oral communication intensive courses would be packaged with the resolution just passed.

Processing of course proposals – Jenkins presented to the committee the forms developed by the University Curriculum Committee. He noted that the steps set out required the course to go to our committee first, and UCC second. Their concern was that we often made changes. Munro spoke in favor of having a parallel process of submission, and made a motion, seconded by Castronovo, to combine steps 4 and 5 into a parallel process. Tessier spoke in favor of having UCC come first. Motion failed. Tessier moved, Pusch seconded, a motion to reverse steps 4 and 5. Several committee members spoke in favor of having UCC come first because it would give us a completed course proposal, and there would be no further changes once we began to consider the proposal. The motion passed. Ritchey quipped, "I like it!" and Mosca responded that "you need a cake before you put on the icing." Committee members felt pretty good about these observations.

There was further debate over the inclusion of the General Education Coordinator's signature. Jenkins expressed concern that inclusion of that signature might make it appear as if the course should be submitted to the College Curriculum Committee. Our form did not require such review. Ritchey spoke in favor of such a review; he believed that the college should keep informed through the inclusion of general education proposals in their purview. Tessier felt that there was no implication in the form that the course had to go through the College Curriculum Committee, and that our own forms took precedence. Munro moved, Mosca seconded, a motion to remove the General Education Committee from the title of the form because there was a separate general education proposal form. Munro and Mosca argued that we had our own form, and that our committee should not be listed as if we were part of the curriculum committee

process. Others believed that there was appropriate indication that we did have our own form. Motion passed 5 to 4.

Further discussion took place about the removal of the name of the General Education Committee from the title of the form, how the circulation process was to occur, the fact that GEC certified, rather than approved, courses. Jenkins indicated that he would talk over these suggestions with Pat Hoyson, chair of the UCC. Someone suggested that she should be invited to meet with our committee; Mosca added that perhaps the two committees should meet to hash out the final form. Jenkins said he would convey our invitation to Hoyson.

Jenkins passed out copies of course proposals 990214, 990215, 990216, 990217, and 990218. Hoyson and the two capstone proposals would definitely be on the agenda for next week.

GENERAL EDUCATION COMMITTEE MEETING 5-19-2000

Absent: Hunter, Mosca, Pusch, and Ritchey

Brandon Schneider announced that this would be his last meeting. Tom Maraffa thanked Brandon for his service to the committee and for his many contributions to its work. Jenkins then presented a plaque to him commemorating his outstanding service to general education. For Jenkins Brandon had demonstrated an unusual capacity for hard work, and a level of maturity not reached by many other students. All expressed their feelings that he would be missed.

Jenkins updated the committee on his talk with Pat Hoyson, chair of the University Curriculum Committee (UCC). He reiterated that she had agreed to remove GEC from the title at the top of the combined form, and from the signatures required at the bottom. Only the checkoff box indicating that the course was also seeking general education certification was to remain. Hoyson had also asked that we retain the order of steps 4 and 5 with consideration occurring first with our committee. She did not believe that the UCC would significantly change the proposal; GEC was more likely to do so. Castronovo moved, Reiff seconded, a motion to accept the changed UCC cover sheet. Motion passed.

Jenkins then asked the committee to consider the Proposal Flow Form. It would be attached to Charter & Bylaws as an appendix so that future members of the committee or interested faculty could understand the process. Maraffa moved, Funk seconded, a motion to approve the PPF. Schneider suggested an editorial change located in I.C.2.(c), and in II.D,2,(c). The sentence, "The proposing department can ask the General Education Committee to act on its proposal," should read "The proposing department can ask the General Education Committee to act on the proposal."

Jenkins passed out a report from the English Department on its assessment of the writing courses. The committee will take it up at the next meeting.

Capstones

990217 – GEOG 4890, Senior Research. Schneider moved, Reiff seconded, a motion to certify. There was much favorable comment. Motion passed.

990218 – ENGL 4899, Professional Writing Senior Project. Castronovo moved, Schneider seconded, a motion to certify. Munro raised a question about what the asterisk next to the Semester Course Number meant when it indicated Computer-intensive. It was decided by the committee to leave that out when the course was circulated to avoid confusion of faculty over whether this was part of the general education intensive components. Motion passed.

Critical Thinking Intensive

990191 – ENST 3700 Environmental Sampling. Jenkins indicated that the course was being resubmitted after some of the pages were inadvertently lost. The critical thinking committee was very favorable to the resubmitted course. Tessier moved, Munro seconded, a motion to certify. Motion passed.

Oral Communication Intensive

990214 – NURS 3730, Family & Child Nursing 1. Dan O'Neill was concerned that the syllabus did not include "more specific explanation as to how oral communication will be taught by the faculty. Will they critique delivery, organization, supporting materials in oral presentations? What group participation and leadership skills will be taught with the case studies they propose?" Reiff pointed out that there was no statement of the Gened goals on the syllabus. The committee agreed that the course needed to demonstrate adherence to the process more, and agreed to send it back for further development.

Writing Intensive

990215 – NURS 4842, Mental Health Nursing. Bob Hogue reported a similar problem to that indicated by O'Neill, a lack of statements about the process in the syllabus. He wanted a statement to the effect that "writing assignments involve the submission of a draft with item for revision and editing." He also felt that the answer to question #11 was too vague. It was also noted that the syllabus did not have any statement about writing under the objectives of the course. The committee agreed to return the course for resubmission.

990221 – ENGL 3746, Seminar in Fiction Writing. Hogue felt that the course proposal was fine. Schneider pointed out, though, that the course only had a ten-week syllabus. It was agreed to return the proposal for a semester update.

990222 – ENGL 3747, Seminar in Poetry Writing. Hogue felt that his course proposal was also acceptable. It was again noted, however, that the syllabus was for quarters. There was general acceptance of the Greenway syllabus, but concern was raised about the Brady syllabus because it talked about grading for participation only. Tessier raised the question of whether it was acceptable to grade the process rather than the final product. Committee members seemed to agree that it was ok, but that grading did have to be for more than participation. The course will be returned for resubmission.

JENKINS ANNOUNCED THAT THE COMMITTEE WOULD NOT MEET NEXT WEEK.

GENERAL EDUCATION COMMITTEE MEETING 6-1-2000

ABSENT: Hunter, Mosca, Schneider

The minutes of 5-19-00 needed a correction. NURS 3730 (990219) was incorrectly listed as 990215. Courses 990217 and 990218, approved at that meeting, were circulated from May 23 through June 5; committee members should note the circulation dates on their data bank sheets.

Director of Writing Across the Curriculum – Jenkins explained that the General Education Committee functioned as a search committee for the Provost in regard to this position. As had occurred last year, we were to interview the candidate(s), and make a recommendation to the Provost. Only one candidate had surfaced, Jim Schramer of the English Department, who would be interviewed today. Schramer appeared for the interview. After he left, Pusch moved, Castronovo seconded, a motion to recommend Jim Schramer to fill the position of Director of WAC.

Brochure Text – Jenkins had prepared a draft of text that would appear in a brochure developed by University Relations for incoming freshmen, and was soliciting commentary on the appropriateness of the material. Graphics would be added later. Some of the suggestions were to: 1) reduce the amount of writing; 2) add a Website address; 3) create a cover page; 4) reduce the statement on the first page to three very short sentences on basic purposes; 5) eliminate the paragraph on page 2; 6) state the goals without the numbers, and include within the model under the various domains; reduce the paragraph on page 4 to a sentence or two; 7) indicate that the total number of courses taken in natural science, artistic & literary perspectives, and societies and institutions is 8; 8) shorten the first paragraph on the Intensive Component page. English Assessment of Writing classes – at the previous meeting members had received a copy of the recommendation of the English Department in preparation for a review during this meeting; 9) put out a handbook on general education also; 10) design one brochure for the 2 year and one for the four year degree; 11) emphasize where students might go for help; and 12) print a bookmark with the goals on it.

English Department's Plans for Assessment of English 1550 and 1551 – Jenkins noted that Mary Jo Reiff and Scott Leonard had submitted a memo regarding the implementation of assessment procedures. Jenkins asked about the add-ons and whether it would be best to undertake only one of them in the upcoming year. Reiff responded that she thought the collection of sample student portfolios would be the most appropriate. Ritchey asked about the type of report that would be submitted, and how evaluation of learning would occur. Reiff agreed that a report was needed and that it would have to provide some evaluation of student progress, but not of individual faculty accomplishment. Kasuganti suggested some comparison between what the student did on the placement test, and exit writing samples might be of value; others talked about

comparing placement to the capstone writing assignments. Funk hoped that the report would not be another one that said everything was just fine. Reiff and Jenkins were to take this feedback to Gary Salvner and Scott Leonard. Generally speaking, the committee was in agreement with what the English Department was suggesting.

Buoni and designated math courses – Jenkins explained that the Selected Topics and Electives category permitted a math course to be taken as an elective. He assumed that the courses sent as a list of substitutes for the introductory math 2623 course would be acceptable. Maraffa, however, raised a question about whether they could be accepted since those courses were intended only as substitutes for the math 2623 course. He felt that any other math course that might fit under the Elective category had to be submitted to GEC and certified. Much discussion ensued, and it was decided to carry the discussion over to next week's meeting.

Certification of courses on the agenda would also be carried over to next week. In recognition of her substantial contributions to the General Education Committee this past year and of her leaving for a new position at the University of Tennessee, Jenkins thanked Mary Jo Reiff for her loyal service. Everyone asked her to re-consider and stay at YSU.

GENERAL EDUCATION COMMITTEE

MINUTES 6-9-00

Absent: Hunter, Kasuganti, Mosca, Reiff, Ritchey

Intensive Courses – Jenkins passed out a list of writing (35 submitted, 24 approved), oral communication (17 submitted, 14 approved), and critical thinking (23 courses, 14 approved) intensive courses. Most committee members were not concerned with how many writing and critical thinking intensive courses there were; they did want to discuss the oral communication intensive offerings. There were continued reports of faculty not wanting to trade off content for oral communication exercises. Hence, the committee leaned toward cutting the number of required oral communication intensive courses from 2 to 1. No action was to be taken until the next meeting, and Jenkins had received the reports of most departments as to their plans for intensive courses.

Math as an Elective – the committee had discussed this issue at the previous meeting. It involved whether the courses designated by the Mathematics department as higher level and thereby substitutes for the required math general education course (Math 2623) could also count as an elective. Maraffa argued that such courses could not count since they had not been approved as general education courses. He suggested that they be submitted for approval first, but Jenkins pointed out that there were no forms for an elective course, only for a selected topics course, and that the two categories were fundamentally different. Elective courses, on the other hand, had already secured approval in other domains. Munro commented that engineering was counting Calculus II as its one course under Selected Topics & Electives, and that this course had already received approval as a substitute course in the basic skills domain. Jenkins pointed out that Buoni had explained to him that he intended that the Calculus II course would be the only one that could be counted as an elective; there was no desire to have the other substitute courses count in the electives category. After much discussion, a consensus was reached that Math should be asked to submit a memo of justification for the inclusion of the Calculus II course in the Elective category. The General Education Committee would then review it for approval, thereby giving a clear indication that other math courses would not count in that category.

Critical Thinking Intensive

990213 – GEOG 2610, Map Use and Interpretation. The critical thinking subcommittee thought well of this course, but had a few suggestions for possible inclusion. Maraffa indicated that they were going to do some of the suggestions. Tessier moved, Pusch seconded, a motion to certify. Motion passed.

990214 – ECON 3712, Intermediate Economics. The subcommittee had a number of concerns about this course. It was decided to return, and to suggest a meeting of the Economics chair with Tom Shipka and the critical thinking intensive subcommittee.

**GENERAL EDUCATION COMMITTEE
MINUTES 7-14-00**

Absent: Kasuganti, Mosca, Pusch, Tessier

Jenkins began the meeting by introducing Julia Gergits as the new representative for the Basic Skills area. She is replacing Mary Jo Reiff.

Proposal Flow Form – Jenkins handed out a new draft of this form. He had worked with Pat Hoyson of UCC, and would be meeting with Tammy King, the new chair of UCC. The new proposal included a hearing process, and language closer to what UCC was proposing. It also changed certification to precertification to avoid the charge that the committee must wait until UCC had approved before it could review or certify the course. Committee members were favorable to the changes. It will be presented at the September Academic Senate meeting.

990224 – MATH/STAT 4896, Senior Project. Castronovo moved, Funk seconded, a motion to precertify this capstone course. Motion passed.

990230 – MECH 3762L, Design of Machine Elements Lab. Jenkins indicated that Dan O'Neill was concerned that the syllabus did not indicate how the process of teaching about speechmaking would occur. The committee was concerned about the lack of a statement in the goals of the course about the oral communication intensive goals.

990231 – MECH 4835L, Thermal Fluids Application Lab. O'Neill made the same comments about this course, but committee members felt that the syllabus did a much better job of indicating process and the goals. Funk moved, Castronovo seconded, a motion to precertify. Motion passed.

990232 – MECH 3762, Design of Machine Elements. Shipka's critical thinking subcommittee had a number of questions regarding the process of critical thinking and the assignments. They were also concerned about the answer to question 5b. Individual study work did not seem to be a collaborative effort. The committee wanted a fuller listing of the critical thinking goals in the goal segment of the syllabus. It was decided to return this course.

990234 – MECH 3781, Dynamic Systems and Vibrations. The subcommittee was positive about this course. Munro moved, Gergits seconded, a motion to precertify. Motion passed.

990235 – MECH 4808, 4808L, 4809. Gergits moved, Munro seconded, a motion to precertify. Motion passed.

990236 – JOURN/ENGL 4824, Press Law and Ethics. The committee was positive about this proposal, but thought there needed to be stronger statement about the critical thinking

**GENERAL EDUCATION COMMITTEE
MINUTES 8-14-00**

Absent: Kasuganti, Mosca, Pusch, Ritchey

Jenkins began the meeting with a discussion of the latest changes in the University Curriculum Division-GER course proposal process. He had met with Pat Hoyson and Tammy King, and they had agreed with the basic document presented last time. The only changes were the changing of the name of University Curriculum Committee to University Curriculum Division, the use of certification rather than approval on the last page under B, and a substitution of the term, *precertification*, for the term, *certification*, on page 1 (I.B. and C.) Tessier moved, Maraffa seconded, a motion to approve the August 14th version of the course proposal form. Motion passed.

990237 and 990238 – British & American Literature I, II (critical thinking intensive). These two courses had already received certification as writing intensive, and were now seeking critical thinking intensive. Jenkins pointed out that committee members had not established any rules regarding the acceptance of two proposals for one course, although they agreed with the possibility of giving such approval. There was general agreement with the comments of the critical thinking subcommittee. The committee did not think that the syllabus did enough to indicate the nature and type of the critical thinking assignments. The consensus was to return the proposals with commentary from the committee.

990241 – Political Behavior (critical thinking intensive). The committee agreed with the comments of the critical thinking subcommittee and agreed to return the course proposal for improvement.

990205 & 990212 – Undergraduate Physics Research, Undergraduate Astronomy Research (capstone). The Physics and Astronomy department had returned these earlier submissions just recently. The committee did not think that much had been added to the original proposal. The committee was also concerned that the course could be taken in the junior year, and that the syllabus referred to an "introduction" in the course goals. Students, it was felt, should be past the stage of introduction and demonstrating in the capstone what they have learned **from** previous courses. The consensus was to send the proposals back with some examples of successful capstone proposals.

Jenkins passed out the course proposals from Industrial & Systems Engineering for future consideration. He also noted that the Criminal Justice department had returned an amended course proposal, 990110, the Introduction to Criminal Justice course for Societies and Institutions, and that Physics & Astronomy had re-submitted 990216, Physics 3742 for critical thinking intensive. The committee will consider these proposals at the next meeting in the fall.

There will be a timesheet sent out shortly for the fall. Committee members should return it as soon as possible.

GENERAL EDUCATION COMMITTEE MINUTES 9-1-00

Absent: Maraffa, Tessier, Young

Jenkins welcomed newly re-elected representative from Fine & Performing Arts, Frank Castronovo, the newly appointed representative from natural science (replacing Allan Hunter), Sherri Lovelace-Cameron, and newly appointed student representative, Brynn Hannay.

Charles Singler's objections to the course proposal process. Charles Singler was present to discuss his concerns about the most recent draft (August 14) of the GEC course proposal process. They are as follows:

- 1) The reference in I.C.2 and II. C. 2 to specific administrators who may object to course proposals should be expanded to include all academic administrators. As stated, it is too exclusive.
- 2) In item II.C.3 there is a reference to sending the changed course proposal to the University Curriculum Division. Singler thought that any changes to course title, description, prerequisite, or similar items should go back through the college's curriculum committee as well. He believed that, since they had approved the proposal earlier, they should still be a part of the return process. It was pointed out that the GEC did not control the UCD process, and that the language only indicated that the proposal had to be returned to UCD for appropriate consideration.
- 3) Singler pointed out that, when GEC had to return a course proposal to the UCD, the provisions should state a course proposal rather than a course.
- 4) The provision in II.A.2 restricts the presentation of objections to one person. Singler argued that there could be multiple objectors, or that a department chair might have a different viewpoint from the faculty member. He advocated permitting all concerned parties to speak.
- 5) The provisions in III.A.5 & 7 restrict the presenter "only to those points cited in the formal, written objection." Singler argued that it would be better to permit a more open-ended presentation since arguments and viewpoints could have evolved. Moreover, he saw no problem with even allowing new viewpoints that develop during the hearing itself. The committee could, he suggested, decide on the relevance of any points made. Castronovo pointed out that a rebuttal (see 7) was restricted to the points made, and that the statement about new points was redundant.
- 6) Singler strongly objected to the exclusion of any interested parties in II.A. 10&11 from the deliberative session of the committee. He wanted to hear the arguments. Munro expressed concern about the potentially intimidating presence of the parties involved. Singler pointed out that the state of Ohio had sunshine laws which governed public bodies and permitted deliberative sessions only for personnel matters; he did not understand why Senate committees were not called to a similar standard. Jenkins responded that the

sunshine laws covered negotiations, land transactions, and legal matters as well. The Senate committees, on the other hand, were not public bodies under the jurisdiction of the sunshine laws. Rather they were covered by the Academic Senate Charter & Bylaws and Robert's Rules of Order. The latter permitted such committees to close their sessions. Castronovo concluded with a request that Singler have more confidence in his colleagues.

Singler left, and the committee began to discuss his objections. Committee members agreed that the presentations should not be restricted to one person only for each side, and so agreed to drop provision 2. In addition, they supported the following changes:

- 1) provision 5 will read, "Any objectors will be present. Each will be heard. The objections will be presented in a reasonable and concise manner."
- 2) provision 6 will read "The representative for the course proposal will present the department's position in a reasonable time."
- 3) provision 7 will read "The objector may present a rebuttal in a reasonable time."
- 4) provision 8 will read "The department representative for the course proposal may present a rebuttal in a reasonable time."
- 5) provision 11 will read "The GEC will then discuss the issues and report the Committee's decision, in writing, to the objector and department proposing the course within five working days."
- 6) provision I.C.2 and II. C. 2 shall read "If a faculty member, chair, or academic administrator lodges a complaint..."
- 7) provision I.C..3.b) third sentence shall read "If UCD review is needed, the course proposal will be forwarded to the department for submission of a new course proposal."
- 8) provision II.C.3.b) third sentence shall read "If UCD review is needed, then the course proposal will be forwarded to UCD."

The AGLS convention is in Chicago November 2 through 4. Castronovo, Gergits, and Lovelace-Cameron are going. Jenkins encouraged others who had not been to a convention to go. The committee also discussed meeting times, and concluded that a rotation between Thursdays at 2 and Friday at 2 were in order. Jenkins indicated that he would make up a schedule for the semester as quickly as possible.

UCC review is needed, then the course will be forwarded to UCC.

4. If those involved are unable to resolve the objection, the GEC will seek reconciliation. If the differences still cannot be resolved, the GEC will then conduct a hearing regarding the objection.. (See Hearing)

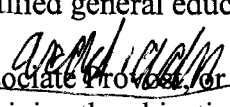
II. Proposal of a New Course

A. A proposing department must submit a completed University Curriculum Division form and a completed General Education Course Proposal form in one package to the University Curriculum Division. UCC will send the appropriate forms to the GEC.

B. The General Education Committee will review the course and undertake one of the following actions:

1. Pre-certification of the course as proposed. Course is then returned to UCC for its review and circulation as part of the objection stage.
2. Return of the course to the department with advice on how to improve the proposal for possible certification. Coordinator will meet with the department if requested. The course may be resubmitted for possible pre-certification.
3. Rejection of the course proposal. The Coordinator will explain the reasons for rejection to the department.

C. ~~X~~ A pre-certified course will be jointly circulated with UCC for ten working days through the provost's office, the deans' offices and with notification to the chairs. A course must clear the objection stage for both committees in order to be certified as a general education course. The circulation process may result in the following options:

1. If no objections are forthcoming to either committee, the course is certified as a general education course and appended to the Senate agenda. It will also be added to the list of certified general education courses on the General Education Website.
2. If a faculty member, chair, ~~dean, Associate Provost, or Provost~~  lodges a complaint with a written memo explaining the objection to the Coordinator of General Education within ten working days, then the Coordinator will notify in writing the department proposing the course that an objection has occurred, and attach the objection to the memo. The Coordinator will request that the objector and the department proposing the course resolve the objection.
3. If the objection is resolved, the Coordinator must be notified in writing of the resolution. The proposed course is then returned to GEC for continuing action, which include the following:

**GENERAL EDUCATION COMMITTEE
MINUTES 9-7-00**

Absent: Funk, Young

Jenkins announced that the committee, although set up to meet each week, would probably not do so. The flow of meetings would depend on the flow of course proposals. He also noted that syllabi would be coming in, and that the committee needed to assess how well the syllabi duplicated the approved course proposals. After some discussion, it was agreed that subcommittees composed of committee members would assess each area. The following people either volunteered or were appointed to:

Basic Skills – Gergits, Hannay, Jenkins, Tessier
Artistic & Literary Perspectives – Castronovo, Funk, Pusch
Natural Science – Lovelace-Cameron, Munro, Young
Personal & Social Responsibility – Tessier, Mosca
Societies & Institutions – Kasuganti, Maraffa, Tessier

Jenkins will place the syllabi on file by category in the Provost's Conference Room, where each person may review them.

Jenkins reiterated the offer for committee members to attend the AGLS convention in Chicago November 2-4. So far Castronovo, Gergits, Jenkins, and Lovelace-Cameron are going. There will be no second convention this year, so there is money for more attendees.

Jenkins presented the mathematics department plan for assessing Math 2623. The committee suggested that he proposal be edited and rewritten. There was also concern that question #3 was confusing. A simple yes or no could answer it. Committee members wondered about the purpose of that question, and what information was being sought. Castronovo made a motion, seconded by Kasuganti, to approve the mathematics assessment plan. Motion passed.

990245 – ISEGR 4821-22. Capstone course. Tessier moved, Munro seconded, to certify the course. Gergits questioned the thoroughness of the narrative, but committee members thought that the GER Goal statement attached to the syllabus was sufficient. Motion passed.

990242 – ISEGR 5801 & 5850. Critical thinking. The committee agreed with the report from the critical thinking subcommittee, and also raised questions about the fact that each course was seeking approval as critical thinking intensive. Separate courses should have separate proposals, and so the course was returned.

990243 – ISEGR 3723L & 3736L. Writing intensive. Jim Schramer, Director of Writing Across the Curriculum, had reviewed the proposal. His report cited concerns about whether these courses were to count once or twice, whether they had a coordinated

approach to the writing assignments, and the lack of a designated writing process in the syllabi. The committee agreed with the report and asked Jenkins to return it with a request to clarify whether these courses were linked or not, and how many times they were to count.

990244 – ISEGR 3723 & 3736. Oral Communication intensive. Dan O’Neill approved this proposal, but the committee felt that there was not a proper designation as to how these courses would count, and that the speaking process was not sufficiently delineated in the syllabus. The Committee agreed to return the proposal for further development.

990077 – Sociology 3745. Selected Topics. Jenkins explained that the course had been submitted late last fall as a Personal & Social Responsibility proposal. The GEC believed that it was too narrowly focused (for the NEOUCOM students), as indicated by its title and description. The recommendation to them was to make it a broader course, and to retitle it. The sociology department had recently returned the course after changing its title and description and securing UCD approval. The course was now being submitted as a Selected Topics course. There were many favorable comments about the new proposal. Castronovo moved, Tessier seconded, a motion to certify. Motion passed.

990114 – Human Ecology 2680. Selected Topics. Jenkins reminded the committee that Human Ecology had submitted this course last year, and that it had been returned twice. There were concerns about the sustainability of the faculty (Elias and Draa) as teachers of this course, the lack of a schedule in the syllabus, the need for a more detailed response to goal 9, the reference in the syllabus to this course as on the upper level, and the fact that it was a single-section course. When the department resubmitted the course, the committee still was not satisfied with the explanation for goal 9. It suggested that the department either needed to strengthen that part, or consider submitting the course under the Selected Topics domain. The latest proposal had changed into a Selected Topics proposal. It was noted that the syllabus did not identify the course as a general course, nor sufficiently identify the goals. Mosca moved, Pusch seconded, a motion to certify with a reminder to the department to include the general education material in the course syllabus. Motion passed.

990216 – Physics 3741. Jenkins noted that this course was being resubmitted after having examined the comments of the critical thinking subcommittee. Since the physics department did not respond to each of the comments, it was decided to return the proposal to the critical thinking subcommittee for review.

990110 – Criminal Justice 1500. Societies & Institutions. This course had come before the committee last November, and was sent back because of questions regarding sufficient resources within the department, the use of regular faculty, the questions of whether majors only would take this course (was it for a general education student body?), and the need to comment further on goals 1,2,3 and the second criteria. Criminal Justice was resubmitting this proposal. Jenkins did not question the overall merit of the proposal, but he did not think that the course really sufficiently addressed goal 10, which called for coverage of criminal justice systems throughout the world, to include that in

the course syllabi. The committee agreed. Mosca moved, Gergits seconded, a motion to certify. Jenkins raised another question about the use of objective tests and the use of a writing assignment that called for the student to summarize a textbook. He did not believe that such tests and assignments met the spirit of a general education program, which was calling for more critical thinking and more analysis on the part of the student. The motion passed with one nay.

GENERAL EDUCATION COMMITTEE
MEETING 9-14-00

Absent: Pusch

Senate action on course proposal process – Jenkins reported that the Academic Senate had tabled our motion. Tammy King, chair of the University Curriculum Division, had been unable to get a quorum for a meeting of UCD, and so decided to wait until next meeting before presenting a motion. Jenkins indicated that they had decided to proceed with the GEC motion so that questions or concerns might be addressed before the next meeting. The major objection was to the lack of public access to the deliberations held after a hearing. Charles Singler, David Porter, and Barbara Brothers contended that the Sunshine Law covered the university, and that our committee had to comply. They had also asked for a ruling from the Charter & Bylaws Committee. Jenkins proposed (he had consulted with Jim Morrison) that the university lawyer, Sandy Denman, contact the state Attorney General's office for an opinion as a means of resolving this controversy. The general consensus of the committee was that we should seek to maintain closed deliberations **after** a hearing in order to facilitate free discussion and to protect against intimidation. Warren Young stated, though, that he was in favor of following the Sunshine Law.

990143 – Geology 3701, Geomorphology. Writing Intensive. Jenkins told the committee that the course had been sent back originally because of the lack of a drafting process. Comments were generally favorable, but it was noted that none of the geology faculty had attended a workshop or taken a teaching of writing course. The committee recommended that we suggest to the Geology Department that it contact Jim Schramer, the Director of Writing Across the Curriculum, and invite him to a department meeting or to a meeting with those faculty who might teach writing intensive courses. Munro moved, Tessier seconded, a motion to **certify**. Motion passed.

990222 – English 3747, Seminar in Poetry Writing. Writing Intensive. A debate arose over the lack of inclusion of drafting as part of the writing process in the course syllabus. Some committee members wanted to proceed with approval, and a motion was presented. It was withdrawn after lengthy conversation about what should be included in a syllabus. It was pointed out that we had expected other departments to include the writing process in the syllabus, and that we needed to be consistent. Young indicated that he thought that the committee was being somewhat picky, and that it had a reputation for being so. Tessier responded that she thought that we were upholding standards, and that we could not treat departments differently. It was important to be fair to all. It was decided by consensus to return the course, and ask for inclusion of the writing process in the syllabus.

990216 –Physics 3741, Electromagnetic Field Theory 1. Critical Thinking Intensive. Jenkins pointed out that this course had been returned to the Critical Thinking Subcommittee for further evaluation, and that he would be meeting with Jeff Carroll to aid in its re-submission.

990246 – Geography 3715, Regional Geography of Middle America. Writing Intensive. GEC members commented favorable on this proposal. Gergits moved, Tessier **seconded**, a motion to certify. Motion passed.

990247 – Geography 3740, Business Geographics. Oral Communication Intensive. Jenkins had not received a report from Dan O’Neill, so consideration was postponed.

**GENERAL EDUCATION COMMITTEE
MINUTES 9-21-00**

ABSENT: Kasuganti

Jenkins passed out a number of course proposals, and an update on the data sheet.

990247 – GEOG 3740, Geographics, as oral communication intensive. Jenkins reported that Dan O'Neill had reviewed and approved this proposal. Munro moved, Gergits seconded, a motion to certify. The motion passed.

Syllabi for general education course – Jenkins began the discussion by passing out a sheet with suggested guidelines for those reviewing the syllabi. He wanted the committee to reach some agreement over what they would look for, so that there could be consistency of application of the standards. After much discussion, the committee agreed with the following statement of standards regarding what a syllabus for a general education course should contain:

- 1) an identification of the course as a general education course and which domain, basic skill and/or intensive requirement it fulfills.
- 2) an indication of the general education goals for the course both through a listing of the numbers, and through a quotation or reasonable paraphrasing of the goals themselves
- 3) an overall match between the course syllabus and the certified GER proposal. (Please note that syllabi may vary by section and instructor)
- 4) evidence that an intensive component constitutes 30% of the course grade.
- 5) indication that the process of writing or oral communication is being taught in an intensive course.

Maraffa asked whether we should also be making a judgment about whether the syllabi met North Central Association standards. The consensus of the committee was that we should not be doing such assessment for direct feedback to departments or faculty members; rather we would undertake a review for the purpose of providing general feedback to the Director of Assessment.

It was agreed that Jenkins would make up a form to assist committee members in the assessment. Committee members would review the syllabi individually, and then meet as subcommittees to compare notes. Pusch asked whether each subcommittee would act independently because he was concerned about the consistency from subcommittee to subcommittee. It was decided that the subcommittees should bring their decisions to GER meetings for discussion as to the consistency of application of a standard.

Committee members were particularly concerned about differences that might arise over standard 3.

Jenkins then explained that the purpose of our review in the fall semester was to provide feedback for the drafting of spring semester syllabi. No one would be required to resubmit the fall syllabus, nor would the course be questioned at this time. Pusch commented that our purpose was more formative than summative.

Oral Communication Intensive – Jenkins had received a memo from Phil Munro, which he shared with the committee, asking the committee to revisit the issue of whether there should be only one oral communication intensive course required. Jenkins proceeded to explain that he was aware of the problem of insufficient course offerings in this area based on faculty concern about the effect on the coverage of course content of devoting 30% of the grade to oral communication. Moreover, he had talked about this concern with Dan O'Neill, and they had agreed that he would visit the chairs' meetings in each college as a means of discussing the issues. Jenkins was hoping that some resolution might come from these conversations, and he was willing to wait until O'Neill had finished his visits. Munro explained that there were problems in his curriculum framework that made it difficult to provide two oral intensive courses. He hoped that the committee would deal with the issue in an expeditious fashion, but concurred that we should await the end of the O'Neill visits.

**GENERAL EDUCATION COMMITTEE
MINUTES 10-5-00**

Absent: Hannay, Kasuganti, Maraffa, Mosca, Young

Course Proposal Process – Jenkins began a discussion of the latest Senate meeting and other matters pertaining to the approval of this process. He noted that the Charter & Bylaws Committee had met, and had reached no conclusion except to engage in further research. He, along with Tammy King, had decided to postpone their recommendations to the Academic Senate this past Wednesday. Jenkins then passed out a letter from Sandy Denman, the University attorney, regarding the legality of our process. Denman had found out that most state universities did not believe that the Sunshine Law applied to the Academic Senate, that there was no case law in the state of Ohio covering Academic Senates, and that the GEC was only making a recommendation to the Academic Senate. Hence, she believed that "it was not inappropriate for the Academic Senate to be guided by its own governance documents in resolving this matter." On the other hand, Denman had indicated that the case could be argued from both sides, and that we could lose in a court of law. Given the fact that a case might occur, she advocated that the committees involved discuss whether the issue was worth it.

In a wide-ranging discussion some committee members thought that it was not worth it, but most of those present felt very strongly that we were on firm ground, and should pursue passage of our original motion. Munro believed that our motion would have passed had it been voted upon in September. Jenkins pointed out that the committee had a range of options available: 1) present the original motion, 2) delete part 9 under the hearings, but still follow our policy, 3) delete the entire hearing portion of the motion, and rely on past practice when holding hearings, or 4) amend the hearing process so that we are following the provisions of the Sunshine Law without saying so directly. Jenkins then indicated that, given the presence of only 7 members (Funk left for another meeting), this matter should be postponed until the next meeting when a larger number of committee members were present. He wanted to make sure that we had a strong consensus for whatever action we took.

990244 – ISEGR 3723L, Manufacturing Process Lab. Writing Intensive. Jenkins pointed out that the original proposal, which included two courses, had been sent back for the following reasons: 1) needed to be re-submitted as two proposals, 2) should show writing process is being used. Tessier moved, Gergits seconded, a motion to certify. Motion passed.

990252 – ISEGR 3736L, Methods Engineering Lab. Writing Intensive. Jenkins noted that this proposal had been the companion to 990244. The same criticisms were applied to this proposal. Gergits moved, Pusch seconded, a motion to certify. Motion passed.

990245 – ISEGR 3723, Manufacturing Process. Oral Communication Intensive. Jenkins pointed out that we had returned this proposal because it included two courses, that we were not sure how many oral presentations the students had to make, and that the syllabus

did not designate a process. The committee felt that there was now sufficient indication of the presentations, and at least some statement about the process. Tessier moved, Munro seconded, a motion to certify. Motion passed.

990253 – ISEGR 3736, Methods Engineering. Oral Communication Intensive. Jenkins indicated that this was the companion course in the previous submission. Gergits moved, Munro seconded, a motion to certify. Motion passed.

Since a quorum was lacking at 4 PM, the meeting was adjourned until next week.

GENERAL EDUCATION COMMITTEE MEETING 10-12-00

ABSENT: Kasuganti, Lovelace-Cameron, Maraffa

Intensive courses – Jenkins opened discussion regarding the intensive courses by noting that there were too few courses so far. He had a lengthy conversation with Dan O’Neill, and they had agreed that a new strategy was needed. Jenkins suggested that he should e-mail department chairs with a note asking them to comment on why intensive proposals were coming in so slowly. Jenkins had heard that there were problems of faculty with the coverage of content, and with the size of the classes (they did not meet the minimums). Thus, he would also ask department chairs, given the legitimacy of the concerns, to suggest ways in which we could provide students with additional work and instruction in the skill areas of writing, speaking, and critically thinking. Everyone seemed to agree with the goals, but not the means of implementation. Once getting the feedback and compiling the results, Jenkins would present the material to the GEC for discussion. There should also be a meeting with department chairs to discuss the results of the survey. Out of this procedure Jenkins hoped to create more palatable ways of meeting these requirements.

Some committee members indicated that the pressures of all the changes and the feeling that there was no rush to put the intensive courses in place were the key culprits for their departments, but others affirmed the problems relating to content and class size. Funk presented the suggestion that perhaps departments could be responsible for the intensive goals, but over parts of the curriculum rather than in a specific course. Committee members agreed with implementing the plan presented by Jenkins.

Course Proposal Process – the committee returned to the discussion begun last week about the decision to hold closed deliberations after a hearing. Jenkins pointed out that Sandy Denman, the University attorney, had filed an opinion that it was not "inappropriate" for the Senate to follow its present set of rules, which would permit the closed deliberations. There was, after all, no case law on the matter, and the state universities reporting (7) did not believe that the Sunshine Law applied to the Academic Senate. However, he pointed out that Denman also wondered if the effort was worth it, given the fact that the case could be lost, and that the Sunshine Law would apply to all Senate Committee meetings, including the provision for open meetings and the need to give public notice. There were a number of strong statements on behalf of maintaining our present resolution, including that of Frank Castronovo, who advocated letting the Senate decide the issue rather than a small group of dissenters. He wanted us to maintain our position, and let it be subject to the direction of the Academic Senate.

Nancy Mosca thought that it would be better to eliminate the offensive language. She made a motion, seconded by Phil Munro, to replace sections 9 and 10 under the Hearing heading with the following: At the close of the hearing, the GEC members will discuss the issues and report the Committee's decision, in writing, to the objector and department proposing the course within five working days. Several members (Funk and Tessier)

responded that this amendment would not settle the issue on the floor of the Senate, because opponents would ask if we were still going to hold closed deliberations. Tessier was particularly concerned that the committee not give any impression that it was "backdooring" this issue. Castronovo added that he was against caving in on the issue. The motion failed.

Castronovo moved, Tessier seconded, a motion to return to the Senate with our original proposal. Mosca raised the issue of whether the Undergraduate Curriculum Committee was in agreement; a difference in the proposals could create problems on the Senate floor. Jenkins promised that he would check with Tammy King before our next meeting, and bring the reaction of her committee for further discussion. Castronovo and Tessier agreed to a friendly amendment adding "pending the concurrence of the Undergraduate Curriculum Committee," to the original motion. The motion passed.

Students and the issue of choosing old vs. new general education requirements –

Jenkins reported that the Dean's Council had met, and that the outcome was an affirmation of what was in the Undergraduate Bulletin. However, that policy was originally intended to cover only this year. Hence, our committee would have to begin a discussion of the policy for upcoming years, particularly in regard to transfer students and returning students. Students who were enrolled prior to this fall should continue to have a choice, and the opportunity to follow through on that choice. The committee would discuss this matter at future meetings.

Next week's meeting – The time has been changed to Thursday, October 19, at 3 PM, rather than on Wednesday, the 18th. **Please note this change.**

Courses that will come up for consideration (at the beginning of the meeting) will be: 990248,990249,990250,990251,990254,990255,990137 (resubmitted form), and 990150. Jenkins pointed out that Interim Dean of the School of Education, Joe Edwards, had written a letter withdrawing the objection of the previous dean to allowing this course to be writing intensive.

**GENERAL EDUCATION COMMITTEE
MEETING 10-19-00**

ABSENT: Maraffa, Young

Course proposals

990150 – Foundations of Education 3708, Education & Society. Writing Intensive. Dean Clara Jennings of the School of Education had objected to this course being writing intensive because of her belief that this course needed to have more students than the WI minimum of 25. Higher numbers would help to raise the student/faculty ratio of the school. The Interim Dean, Joe Edwards, had investigated the situation, and had submitted a letter recommending its acceptance as a writing intensive course. Pusch moved, Mosca seconded, a motion to certify. Motion passed.

990248 – CSIS 3704, Business Communications. Writing Intensive. Jim Schramer approved of the proposals except for a recommendation that the draft be submitted earlier. The committee felt that the course should be approved, and that Schramer could talk to the department about earlier submission. Tessier moved, Pusch seconded, a motion to certify. Motion passed.

990249 – CSIS 4890, Computer Projects. Capstone. It was decided to return the proposal because there was no syllabus. Although the course was offered as an independent study, the committee had asked for guidelines from other departments that would serve as a unifying factor when the students took the course.

990251 – CRJUS 3712, Criminal Justice Research Methods. Writing Intensive. Schramer wanted the syllabus to include due dates for the various stages of the writing process. Nancy Mosca argued that the syllabus would probably have due dates once the course was offered (as indicated by a statement in the syllabus), and that the stages of the writing process were sufficiently indicated in places other than on the calendar. Jenkins pointed out that we had returned other proposals for a lack of sufficient indication of due dates on the fifteen week calendar. He raised the issue of consistency. The ensuing discussion indicated that the committee felt that there was sufficient indication of the writing process in this proposal. Castronovo moved, Munro seconded, a motion to certify with a recommendation that the department include due dates in the calendar. Motion passed.

990254 – ECEGR 2632, Basic Circuit Theory 1. Critical Thinking. The critical thinking subcommittee had concluded that this course met the "threshold guidelines, but recommended that it pay attention to "broader cultural, ethical and global issues." Munro objected to what he considered to be an unwarranted expansion of course material; there was enough to cover already. Jenkins commented that he distinguished between meeting critical thinking criteria, and having to add material considering the social impact of scientific knowledge. He saw Shipka's comment as a recommendation only, and not something that had to be followed through on by the department. Tessier commented

merged
that she viewed the subcommittee's comments as indicative of their background in ethics, and not as a mandate for the department. Jenkins pointed out ~~to~~ Munro that his department had included goal 7, which dealt with the relationship between science and society, as ~~an emphasis~~ in the course, and that the subcommittee might have noted the lack of follow-through. Gergits moved, Castronovo seconded, a motion to certify. Motion passed.

990255 – ECEGR 2612, Instrumentation & Computation Lab 2. Writing Intensive. Schramer had raised the issue of due dates in his memo on this course. The committee agreed that the same decision should be applied as in the Criminal Justice proposal. Pusch moved, Mosca seconded, a motion to certify. Motion passed.

990250 – Management 3755, Managing Diversity. Oral Communication Intensive. Dan O'Neill approved of the course, but wanted Anne **McMahon** to refer more directly to the standards by which students would be judged in their presentations. Jenkins indicated that he did not agree that they should be included. Instead he had sent the standards to department chairs, and also intended to send them to anyone teaching an OCI course. Tessier moved, Pusch seconded, a motion to certify. Motion passed.

990137 – Management 3755, Managing Diversity. Societies and Institutions. This course had been submitted earlier, but had not been looked at last year because the committee decided to examine regular course and intensive proposals first. Jenkins pointed out several problems with the proposal. There was no description on the first page, and no indication of there being a GER prerequisite (a guideline established by GEC). Moreover, the proposal did not demonstrate how it would meet goal 11; it clearly met goal 12, the diversity goal. The Societies & Institutions domain required that each proposal meet goal 11, and either goal 10 or goal 12. Castronovo argued that there was some mention of material relating to goal 11 in the syllabus, and that should be enough. Kasuganti added that the majority of students would probably end up in business in some managerial capacity, and that this course would be an excellent general education preparation for their futures. He also pointed out that business was an institution. Tessier suggested that, just as with the philosophy proposals last year, this was more an example of a turf rather than a substantive issue. Jenkins returned to the fact that the domains, as established by the Academic Senate, required the department to prove that it met goal 11 as the central goal of the domain. He also raised the issue of whether this course was a course for the major not having sufficient breadth to be included. It was similar, in his mind, to the course called Engineering Economics that the committee had rejected. It was a course that prepared students for a particular career. As such, it was a fine course, but not a general education course. Jenkins asked, given acceptance of this course, whether the committee could reject courses in diversity in the school of education, or the department of nursing. Mosca agreed. She pointed out that outside accrediting agencies were calling for such courses in the major, and that, as such, they did not fit into general education. The committee decided to return the course to check on the prerequisite, and to request a resubmission that includes material on goal 11 in the criteria, narrative, and syllabus.

Intensive proposals – Jenkins reported that he had received feedback from only nine departments out of **36**, but there was sufficient indication that, for some, creating enough space for the oral communication requirements was a problem. Suggestions for reform included: counting the capstone, reducing the 30% requirement, spreading the requirement over several courses, allowing departments to come up with multiple suggestions as to how to include speaking in their program. Jenkins indicated that he would call for a meeting of department chairs for further discussion.

Old vs. new gened requirements – the Dean's Council had decided that the Undergraduate Bulletin would govern student choice for this year, but new policy would be needed for next year. Hence, this committee would have to discuss the issue at future meetings. It was apparent that we would continue to require any newly entering freshmen to take the new requirements, and that we had a commitment to students enrolled prior to the fall of 2000 that they could choose either set of requirements. The only decisions to be made were in regard to transfer students, and those students re-enrolling after dropping out.

**GENERAL EDUCATION COMMITTEE
MEETING 11-1-00**

ABSENT: Funk, Gergits, Hannay, Tessier, Young

Jenkins announced a change in the minutes for October 19, 2000. Phil Munro asked that the wording in the fourth sentence, first paragraph, page two, should read "as incorporated into the course," rather than "as an emphasis in the course." He had sent a memo noting that the question on the form had asked about incorporation.

Syllabi – Jenkins pointed out that the majority of committee members had reviewed the syllabi, but that the remainder needed to finish their review. There would be a discussion of the syllabi at next week's meeting. Too many of the syllabi, Jenkins suggested, ignored general education, and there was a need to discuss how we would approach departments. Castronovo suggested that we write up a suggested standard statement, which they could fill in. Mosca added the possibility of sending some model syllabi to departments.

Academic Senate – Jenkins was going to present the motion regarding the course proposal procedure this afternoon. Since Tammy King of the Undergraduate Curriculum Committee would be presenting first, he asked the committee if it would permit him to accept the Senate amendments attached to her motion and apply them to our motion. The committee agreed.

990216 – Physics 3741, Critical Thinking Intensive. Jeff Carroll had re-written the proposal to provide a more direct answer to 5a. A discussion arose over whether it was necessary to examine pseudo-scientific claims regarding electromagnetism and to require students to examine Websites examining such issues. The committee agreed that it was ok to suggest such activities, but that we could not require them because they involved content. Jenkins pointed out, though, that the physics department had indicated in question 4 that it was meeting goal 7, which dealt with the connection of science and society, and that the department needed to follow through on such a goal. Obviously, they also had the choice not to include that goal since this was a critical thinking intensive course. Mosca moved, Maraffa seconded, a motion to certify. Motion passed.

990258 – Philosophy 3711, Critical Thinking Intensive. Jenkins had asked Jonelle Beatrice to review this course since it came Tom Shipka, head of the critical thinking subcommittee. She was generally favorable, but suggested some Websites. The committee concluded that the suggestion was not a requirement. Maraffa moved, Mosca seconded, a motion to certify. Motion passed.

Student choice of general education requirements – Jenkins passed out pages from the Undergraduate Bulletin covering this issue. The committee would need to standardize policies regarding whether a student had to finish the old or the new general education requirements. It was agreed that the students who had begun enrolling with this past fall had to choose the new, and that students enrolled or re-enrolled prior to the fall of 2000

had the choice of either model. Much discussion ensued regarding transfer students, and in particular a recent case involving a student who had a degree from Penn State University, but who was being required to take additional general education courses in the social studies area. Maraffa pointed out that Arts and Sciences did require more than the minimum of 12 hours in that area. No decisions were reached.

GENERAL EDUCATION COMMITTEE MEETING 11-9-00

ABSENT: Funk, Maraffa, Munro

The meeting began with the distribution of four new course proposals, commentary from Jim Schramer on two writing intensive courses, and Bob Hogue's submission of a weekly schedule for the CSIS capstone. GEC reviewed the schedule and decided that more of a sample syllabus was needed. The committee was sympathetic to the fact that the course was taught individually, but wanted to see more of the common elements that would be present in each of the individual capstones.

Syllabi review - Jenkins asked for those who had not completed their portion of syllabi review to finish by next Thursday's meeting. Finishing would mean that each subcommittee had met to discuss the individual reviews, and reached some consensus. The committee then began to discuss problems that had arisen from the review process. Tessier raised a question about courses that identified goals beyond those in the domain or those that they had listed as being fulfilled on the course proposal form. She was concerned that it would be confusing to students, and that the syllabus might not have sufficiently differentiated between the domain goals and subsidiary goals that were dealt with, but not as rigorously. Some members did not see the listing as a problem, but it was decided to ask Tess or others to bring examples to next week's meeting for further examination and discussion. Young commented that many of the syllabi did not mention general education, nor present the goals; he believed that the note to departments that came last August might have arrived too late for faculty who were already preparing their syllabi. Jenkins asked the committee if it would be appropriate for him to reissue that note next week since the syllabi review might take longer; the committee agreed that it was appropriate. Another issue that arose concerned the failure of some faculty to have any goals listed as required by North Central; apparently, they had listed the Gened goals directly from the Senate resolution, but had not dealt with the other goals mentioned in the original syllabus submitted as part of the course proposal. Although the committee seemed reluctant to review any thing other than parts related to general education, it was agreed that we would look at some examples at next week's meeting.

Intensives - Jenkins gave out a report on departments and intensive courses. He indicated that he, Dan O'Neill, and Jim Schramer would be meeting with some of the chairs that had indicated an interest in providing students with intensives across a program. Committee members were interested in such a possibility, but it was noted that there was a need to have specifics and to be able to assess the departmental efforts. Mosca explained that the Nursing Department was discussing the possibility of spreading intensive work over three courses, which all nursing majors had to take. The committee was interested in such a proposal. Young observed that, at the GEC meeting with chairs, some of those who believed they had difficulties did not realize that they could make their laboratories intensive. He thought the problem would be solved by this approach. Jenkins indicated that the committee would discuss intensives once he had gotten more information from some of the departments.

Choice of Old or New Gened – Jenkins reiterated that the committee had already decided to continue the policies of requiring students who began in the fall of 2000 or after as having to take the new requirements, and students who were in continuous attendance prior to the fall of 2000 as having a choice of old or new. The next group to be considered would be those who had completed a degree elsewhere. The committee agreed that such a student should be considered as having completed the general education requirements, and should not have to complete additional courses. Jenkins pointed out that students who transferred from elsewhere without having completed a degree were, during this academic year, permitted to choose either old or new requirements; this policy resulted from a concern that students not be harmed by the transition to semesters and a new general education system. At some point, though, the old system had to be phased out. Tessier suggested that such students who came in over the next few years with less than one year of courses should be required to take the new requirements. No decision was reached. Jenkins explained that the committee would also have to make a decision about re-entering students and majors who switched. He also noted that there presently existed no appeal process; perhaps there should be one. These matters would be brought up at the next meeting. Once the committee had reached some conclusions, Jenkins planned to circulate the proposal to advisors, the Deans Council, and the Senate Executive Committee for feedback.

Subject: Writing Intensive Proposals from Psychology and Human Ecology

Date: Thu, 09 Nov 2000 13:20:06 -0500

From: "James J. Schramer" <jjschram@cc.ysu.edu>

To: wdjenkin@cc.ysu.edu

Bill:

The Psychology 3703L proposal looks OK to me. I think that the proposal writer could have stated in response to question # 5 that the balance between writing to learn and learning to write is about 70% (writing to learn) and 30% (learning to write). The proposed word lengths and the mention of drafts and revisions seem fine to me. Syllabus might mention that the course is "writing intensive."

FNUTR 5872 proposal from Human Ecology needs a little touch up. The writers should add at the start of the syllabus that the course is "writing intensive." There is certainly enough writing in the course to satisfy our intensive requirements. The writing process could be foregrounded a bit more by listing the dates or expectations of drafts and revisions of case studies, and term papers on the syllabus. In response to item # 14, I did meet with the faculty in Human Ecology on 25 October and did an in-house writing intensive workshop with them.

My notes here are very brief because I wanted to get this stuff to you. I tried to contact people in Engineering technology and Health Professions last week--they were out of their respective offices. I will get back to them and see what I can set up before the term is out.

Jim Schramer
WAC Coordinator

Typical Progress Timeline for CSCI 4890

Week	Main Activities	Meetings
1	Submit formal project proposal	
2 - 5	Project Design <ul style="list-style-type: none"> • Perform supporting research • Refine project specifications • Choose platform, language, etc. • Design main algorithms and data structures 	Weekly meetings with advisor for design/research guidance
6 -10	Begin Project Implementation <ul style="list-style-type: none"> • Perform coding or other implementation • Refine design as needed • Begin alpha testing 	Weekly or biweekly progress meetings to assess progress of implementation
11-13	Complete Project Implementation <ul style="list-style-type: none"> • Final testing and debugging • Create documentation/user manual • Begin written report 	Weekly or biweekly progress meetings to assess progress of implementation, and for reviews of documentation and/or report
14	Submit final written report	
15	Final project presentation	

GENERAL EDUCATION COMMITTEE MEETING 11-16-00

ABSENT: Castronovo

GEC COURSE APPROVAL PROCESS – Jenkins reported that the Charter & Bylaws Committee had decided to submit a resolution to the Academic Senate opening all meetings of the Academic Senate, its committees and subcommittees, to the public, and only allowing closed meetings in accordance with the Ohio Revised Code. Since this resolution would be presented before that of GEC at the next Senate meeting in December, Jenkins recommended that GEC delete section 9 under Hearings and move section 10 up one number. Without section 9 there would no provision for closed deliberations. Tessier moved, Gergits seconded, a motion to delete section 9 and replace it with section 10. Motion passed.

CHOOSING OLD OR NEW GENERAL EDUCATION REQUIREMENTS – Jenkins presented a draft of a policy regarding different types of students and whether they could choose old or new general education requirements in the academic year, 2001-2002. He wanted the committee to consider the policy today so that it could be presented to advisors, the Deans Council, and the ~~Senate~~ Executive Committee for review before being examined once again by GEC prior to being forwarded to the Senate. The committee had already agreed that entering students beginning with the fall of 2000 had to take the new requirements, that students continuously enrolled prior to the fall of 2000 had a choice of old or new, and that transfer students who came to YSU with a bachelor's degree would be considered as having completed the general education requirements.

Discussion then focused on transfer students without a bachelor's degree. Some members suggested that the number of hours be used in place of designation of first year or sophomore status. Hannay wanted to consider other guidelines, but withdrew her recommendation in favor of Darla Funk's that the committee retain a choice for such students for one more year, and then require transfer students without a bachelor's degree to take the new requirements in the fall of 2002. Tessier moved, Mosca seconded, a motion to adopt Funk's suggestion. Motion passed.

There was considerable discussion regarding re-enrolling students and how many semesters or quarters they were not enrolled. It was decided to use the present Bulletin policy, "students who are readmitted will use the catalog in effect at their last readmission or any one subsequent catalog as the guide to general education requirements." This provision would mean that the student could choose either the old or the new general education requirements.

Finally, the committee considered the students who switch their majors or degrees while at YSU. Since such students were continuous students, and could choose either the old or new requirements, there was a need to distinguish between them. It was agreed that students taking the new would simply have to finish the rest of those requirements, and

those taking the old had to **satisfy** the requirements of the sought degree since these had varied under the old system.

SYLLABI REVIEW – reports **from** various subcommittees indicated that there were many syllabi that did not include basic information about general education, the domain, or the goals. Jenkins raised an issue **from** last week's meeting regarding some syllabi which listed goals that were not in the domain or on the original proposal. It was decided to limit mentioning of goals to those included in the domain. Further discussion arose over the fact that some syllabi did not even list goals for the course as required by NCA. The committee was not willing to engage faculty over this issue. The report to departments regarding their syllabi for general education courses would include a cover sheet highlighting the need to mention that the course was a general education course satisfying a particular domain and the goals of that domain. In addition, the individual review sheets for those having problems would be returned to department chairs. The report would indicate that this review was not to be taken as an evaluative element for faculty; rather the report should be used to encourage the development of more complete syllabi for the spring semester.

GENERAL EDUCATION COMMITTEE MEETING 11-30-00

ABSENT: Hannay, Maraffa, Mosca

Closed Deliberations – Jenkins reported that Charter & Bylaws was submitting its proposal for open meetings and deliberations at the next Senate meeting. In addition, Student Government had adopted a resolution supporting open meetings and application of the Sunshine Laws. Tammy King and the UCC had agreed to delete the provision for closed deliberations from their proposal as well. Everyone seemed to agree that we should let the vote go forward without any strenuous objections.

Old vs. New Gened Choice – Jenkins reported that he had distributed our policy draft, and received an e-mail from Dean Brothers objecting to the draft on the basis that it was premature and that it should go through the Academic Standards Committee. She had taken her complaint to the Senate Executive Committee yesterday, where Frank Castronovo had to respond. He reported that she seemed to have pulled back by the end of the meeting. Jenkins indicated that he would continue to pursue getting feedback on the policy. He also noted that he had met with advisors from the various colleges, and that they agreed for the most part with our draft, but that they had questions about how long transfer students could continue to choose the old requirements; they suggested five more years. They also felt that re-enrolling students should be able to come in under the old requirements. He was to meet with them again on Monday.

990205 – PHYS 4805, Undergraduate Physics Research. Capstone. This was a resubmitted proposal that now addressed the basic goals more fully. Young pointed out that this course could be taken in the junior year, but that it continued into the senior year, and did meet the standards of a capstone. Castronovo moved, Pusch seconded, a motion to certify. Motion passed.

990212 – ASTRO 4815, Undergraduate Astronomy Research. Capstone. Since this was similar to the previous proposal, Tessier moved, Munro seconded, a motion to certify. Motion passed.

990259 – FNUTR 5872, Maternal and Child Nutrition. Writing Intensive. Jim Schramer thought that the course had plenty of writing exercises, but that it did not indicate its writing process in the syllabus. Also there was no designation that it was a writing intensive course. The GEC approved this course by consensus pending a corrected syllabus for both concerns.

990262 – PSYCH 3730L, Psychology of Women. Writing Intensive. Schramer had noted that the syllabus did not designate the course as writing intensive, but approved it otherwise. Pusch moved, Tessier seconded, a motion to certify pending the submission of a corrected syllabus. Motion passed.

990260 – OIS 4880, Office Information systems Analysis and Design. Capstone. Gergits moved, Pusch seconded, a motion to certify. Motion passed.

990264 – MATH 2683, Discrete Mathematics. Critical Thinking Intensive. Tom Shipka considered the proposal minimally acceptable, but expressed concern about the answer to question #8, which deals with applying the critical thinking to society. It was decided that it would be difficult to apply the topic and its way of thinking to society, and hence there was not need to do so. Funk moved, Munro seconded, a motion to certify pending submission of a syllabus that designated the course as critical thinking intensive. Motion passed.

990266 – MATH 3751, Real Analysis I. Critical Thinking Intensive. Shipka approved of the proposal as meeting the minimums. Funk moved, Castronovo seconded, a motion to certify pending submission of a syllabus that designated the course as critical thinking intensive. Motion passed.

GENERAL EDUCATION COMMITTEE MEETING 12-07-00

ABSENT: Castronovo, Funk, Young

Closed Deliberations – Jenkins reported that the Academic Senate had acted on the recommendation of the Charter & Bylaws Committee that the Senate open all its meetings, including those of committees and subcommittee, in accordance with the state Sunshine Law. The Academic Senate had also passed our course proposal process.

Old vs. New Gened Choice – Jenkins explained that he had met with the college advisors. They had disagreed with the policies for transfer students without a degree and for students who re-enroll. It was their belief that these students should take the new general education requirements unless they lost credits by doing so. They did not like the 2002 deadline date for all transfer students having to take the new general education requirements. It was also noted that students who were in continuous attendance might take up to ten years under the old system, and that the old system would continue to exist because of the fact that it was arranged by department rather than by course. The General Education Committee agreed to the following provision, which would apply to both the Transfer Student Without a Degree and to the Re-Enrolling Students – Such students will take the new general education requirements unless course credits they have previously taken for general education credit do not receive any credit at this university whereupon they may choose the old general education requirements.

Intensive Courses – Jenkins reported that the Deans Advisory Council of Arts and Sciences had discussed the possibility of allowing departments to construct intensive alternatives with the department that met the overall work requirements of the present Senate Gened requirements for intensives, but may spread over more than two courses. Jenkins indicated that he favored this approach, if the amount of work were similar to the present requirement and the of feedback and drafting were followed, because there were some departments that felt beleaguered by having to choose between coverage of content and the teaching of skills. A number of committee members agreed, but Phil Munro and Tom Maraffa pointed out that the oral communication intensive was the problem, and that it would be better to cut back to one course in that area. Much debate ensued. It was decided to postpone a decision to next Thursday's meeting.

Jenkins indicated that there was a need to review some courses next Thursday. They would be taken up first, and then the questions of the intensive courses.

GENERAL EDUCATION COMMITTEE MEETING 12-14-00

ABSENT: Lovelace-Cameron, Maraffa, Munro, Tessier, Young

Timesheets – Jenkins passed out timesheets for spring quarter, and asked for a quick return of schedules. No meetings were to be scheduled until the new semester unless some major question arose about the policy developed in regard to student choice of old or new general education requirements. Jenkins noted that our policy was not in violation of OBOR rules, which stated very clearly that a transfer student had to accept the catalog or bulletin at the time of admission as the guideline. Gordon Mapley had agreed that our policy did not violate OBOR regulations.

Course Certification

Writing Intensive

990990268 – PYSCH 3755L, Developmental Psychology I: Child Development Laboratory. J. Schramer recommended passage, but noted that it did not include a statement that the course satisfied the writing intensive requirement, and that it needed to note the due dates of the laboratory assignments. Mosca moved, Funk seconded, a motion to certify with a recommendation that the syllabus include a statement on writing intensive before circulation. Motion passed.

990270 – FNLG 2660, Women in the Ancient World. Schramer praised the syllabus for its completeness, and recommended approval. Pusch moved, Gergits seconded, a motion to certify. Motion passed.

Oral Communication Intensive

990261 – PSYCH 3750, Special Topics in Psychology: Verbal Behavior. Dan O'Neill was concerned about lack of written standards for different types of oral communication. The committee felt that it was sufficient, though for approval, but recommended that O'Neill talk with Steve Graf about identifying the standards on future syllabi. Funk moved, Hannay seconded, a motion to certify. There was concern expressed about the fact that this course was a special topics course, and that the policy was that all sections of such a course had to be oral communication intensive. The motion passed pending Jenkins' checking into the matter of whether all such sections had to be oral intensive.

990269 – RUSSN 2605, Advanced Intermediate I. O'Neill spoke favorably in regard to this proposal. Funk moved, Mosca seconded, a motion to certify. Motion passed.

Critical Thinking

990267 – PSYCH 2617, Research Design and Statistical Analysis I. Tom Shipka thought that the course minimally met the criteria and recommended approval because of his concern about getting enough critical thinking intensive courses. Gergits moved, Pusch seconded, a motion to certify. Motion passed.

Personal & Social Responsibility

990265 – PSYCH 3755, Developmental Psychology 1: Child. It was noted that the course was very narrow, only covering the first eight years of human development, and that it was primarily intended for early education majors and child care majors. North Central called for courses that were broadly based and not focused on career preparation. There was some concern expressed about the impact on the program, and the need for upper division courses. Jenkins pointed out that there was no immediate need for upper division courses, and that even if an upper division course was approved, it should be broadly based, such as the other psychology course, **Lifespan** Development. He also pointed out that OBOR had turned down several of our courses, such as the Physics of Sound, as not broad enough for inclusion in the general education transfer module. Castronovo moved, Pusch seconded, a motion not to certify. Motion passed.

Selected Topics

990263 – MATH 3743, Probability and Statistics. Although this course designated a variety of goals, it did not involve other disciplines. Funk also pointed out that it mentioned goal 4 (the ethics goal) as one area it satisfied, but she questioned how the fact that statistics could be misused was a broad consideration of ethical problems. The consensus was that the course should be returned with commentary emphasizing what were the purposes of the selected topics area.

Intensive Courses – Jenkins noted the absence of key individuals who wanted to discuss the possibility of reducing the oral communication intensive requirement to one course, and suggested that we postpone discussion of this area until more members were present. He also indicated that he had received no specific proposals **from** any department for stretching any of the intensive requirements over more than two courses despite the fact that we had invited such proposals. There was some interchange over whether we would allow all the intensive requirements to change or just some.