

**MINUTES**  
**GENERAL EDUCATION COMMITTEE**  
**AUGUST 31, 1998**

Present: M. Carano, L. Hugenberg, <sup>wj.</sup> W. Jenkins, T. Maraffa, D. Myhal, N. Ritchey, S. Stephan, R. Walker

Absent: D. Funk, A. Hunter, A. McMahon, L. Tessier

Bill Jenkins welcomed members to the new committee. He provided the following materials for each member: GER Report to the Faculty, a copy of the model adopted by the Academic Senate this past May, two articles by Jerry Gaff of the American Association of Colleges and Universities entitled "General Education Then and Now: What's New Today," and "Avoiding the Potholes: Strategies for Reforming General Education," and a roster of committee members. He also passed out a time sheet for the fall, and asked each member to complete it as soon as possible. There should be forthcoming a packet of books on general education on order from the American Association of Colleges and Universities within a few days. One of those books is *Strong Foundations*, which details 12 general principles about efforts to reform general education. The previous committee tried to follow the advice offered in this book and in the Gaff articles. The readings are more about the process of reform, rather than about a particular model. The current wisdom is that each university must create its own program, and that the program should be inclusive of many points of view rather than an ideologically consistent effort.

Jenkins opened discussion on the most immediate task of the committee. He suggested that there was a need to focus on criteria for course proposals. Once these had been developed, they could be communicated to faculty so that they understood what might not be acceptable. This procedure would avoid to some extent faculty anger at the committee for rejecting particular courses. After development of criteria, there should be workshops in each area on the construction of course proposals. In addition, he argued that it would be beneficial to the process if the GEC were to set up subcommittees in each category (it was agreed that basic skills would break up into writing, oral communication, critical thinking, and mathematics). Each of these subcommittees would be composed of faculty from departments that would offer courses in that particular area. They would develop criteria which the GEC could review and either approve or reject. Jenkins asked each member to identify such departments in the area that they represent. He would also send a letter to the deans of the professional schools asking them to identify what departments might be interested in offering courses, and what their concerns might be about general education. It was suggested that members of CASGEC should be on each subcommittee. Final decisions about the composition of these committees will await the next meeting.

Jenkins also announced that Nancy White will serve as a liaison to the general education committee from the Q2S committee. She will be a non-voting member, who will provide material on the transition to semesters so that we can evaluate the impact on general education. In October there will be a convention of the Association of General and Liberal Studies in St. Louis from the 15th to the 17th, as well as a convention of the American Association of Colleges and Universities in the early winter. He encouraged all members to consider attending. The university

will underwrite any expenses for the conferences. Please let him know as soon as possible if you wish to attend.

**The next meeting will take place on Friday, September 11, at 10 am in Kilcawley 2057.**

- AGENDA:**
- 1) discussion of subcommittee makeup and charge
  
  - 2) examination of time line (see attached)
  
  - 3) examination of forms prepared by Nancy White
  
  - 4) discussion of charge of committee by Academic Senate and how it will process course proposals
  
  - 5) discussion of what **GEC** thinks are general criteria for course proposals. Members should read *Strong Foundations*, particularly point #3 about coherence.

Date Received \_\_\_\_\_ Control Number \_\_\_\_\_

## Course Approval: New Course, Change of Course

### Use for General Education, Writing Intensive, Communication Intensive, Critical Thinking Intensive Certification

College \_\_\_\_\_ Department \_\_\_\_\_

Course Title \_\_\_\_\_ (If title exceeds **30** characters including spaces and punctuation, provide an abbreviation of no more than **30** characters \_\_\_\_\_)

Course Prefix \_\_\_\_\_ Course Number \_\_\_\_\_ Course Type \_\_\_\_\_

Chairperson's Signature \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_

Is this a new course? Yes  No  If yes, CIP Code \_\_\_\_\_

Course Workload \_\_\_\_\_ Credit Hours \_\_\_\_\_

Is this a change of an existing course? Yes  No

Is this course being submitted for *General Education* certification? Yes  No

If Yes, please complete sections 2 and 3.

Is this course being submitted for *Writing Intensive* certification? Yes  No

If Yes, please complete section 4.

Is this course being submitted for <sup>oral</sup> *Communication Intensive* certification? Yes  No

If Yes, please complete section 5.

Is this course being submitted for *Critical Thinking Intensive* certification? Yes  No

If Yes, please complete section 6.

For a change of course, attach a photocopy of its description as previously approved.

1. Provide a complete description of no more than 40 words, excluding prerequisites and other bookkeeping information, which describes **exactly how the course will appear in the bulletin:**

**Descriptions longer than the maximum will be returned without review.**

2. Justify the course and any certifications requested How does the course address department mission and goals? For General Education certification, explain how the objectives, assignments, and student evaluation demonstrate *substantial* and *moderate* coverage of the goals identified. For definitions of *substantial* and *moderate*, see below.

3. Checklist for goals: for each goal, place an X to indicate whether and how every goal is addressed in this course. If any goal is marked substantial or moderate, it should be made clear in the attached syllabus how the goal is addressed.

For which domain are you requesting certification? \_\_\_\_\_ See General Education Goals and Domains following this section.

Goal	Substantial	Moderate	Minimal	None
1a. Write effectively				
1b. Speak effectively				
2. Acquire, process quantitative information				
3. Reason critically				
4. Understand ethical reflection and moral reasoning				
5. Comprehend mathematical concepts				
6. Understand the scientific method				
7. Science, technology, society...				
8. Appreciate artistic expression...				
9. Physical, mental, emotional well-being..				
10. Cultures and societies...				
11. Theories, events, institutions...				
12. Diversity in America...				
13. Understand the natural environment..				

4. Something about Writing intensive...

5. Something about Communication intensive..

6. Something about Critical Thinking intensive...

**YOU MUST ATTACH A SYLLABUS** that includes goals and objectives for the course and methods of measuring student outcomes, whether this is a current course or a new course.

7. Provide evidence that resources: human, library, physical plant are or will be adequate. For a new course, list qualified faculty.

8. Does this course affect another department? If yes, explain.

A. Is this course cross-listed with another department? If yes, which one(s)?

B. Is this course required in another program? If yes, which one(s)?

C. Please attach a memo signed by all interested parties indicating that all affected departments or programs have been consulted, and have agreed.

College Curriculum Committee Approval \_\_\_\_\_ Date \_\_\_\_\_

Dean's Approval \_\_\_\_\_ Date \_\_\_\_\_

General Education Approval \_\_\_\_\_ Date \_\_\_\_\_

University Curriculum Committee Approval \_\_\_\_\_ Date \_\_\_\_\_

Academic Senate Approval \_\_\_\_\_ Date \_\_\_\_\_

## **General Education Goals**

1. Write and speak effectively.
2. Acquire, process, and present quantitative information using the most appropriate technologies, including computers.
3. Reason critically, both individually and collaboratively, draw sound conclusions from information, ideas, and interpretations gathered from various sources and disciplines, and apply those conclusions to one's life and society.
4. Understand the personal and social importance of ethical reflection and moral reasoning.
5. Comprehend mathematical concepts and reason mathematically in both abstract and applied contexts.
6. Understand the scientific method; forming and testing hypotheses, as well as evaluating results.
7. Realize the evolving relationships among science, technology, and societies.

8. Grasp and appreciate artistic expression in multiple forms and contexts.
9. Understand the relationships between physical, mental, and emotional well-being and the quality of life of the individual, the family and the community.
10. Understand the development of cultures and organization human societies throughout the world and their changing relationships with Western society.
11. Evaluate the impact of theories, events and institutions on the social, economic, legal and political aspects of society.
12. Comprehend and appreciate the development of diversity in America in all its forms.
13. Understand and appreciate the natural environment and the processes that shape it.

In order to have a course certified as satisfying a particular domain, the pattern of substantial and moderate endorsements should appear as follows:

**ES** - Essential Skills: Writing I and II courses will have a substantial goal 1 and moderate goals 2 **and** 3

**MC** - Mathematical Concepts: Substantial goal 5, moderate goal 1, 2 or 3.

**NS** - Natural Science: Substantial goal 13, moderate goals 6 and/or 7.

**ALP** - Artistic and Literary Perspectives: Substantial goal 8, moderate one or more of goals 4, 7, 9, 10, 12, 13.

**SI** - Societies and Institutions: two of 10, 11, 12, with both substantial and moderate components.

**PSR** - Personal and Social Responsibility: Substantial either goal 4 or goal 9, moderate one or more goals from 3 through 13.

Selected topics and electives: proposer makes the case.

Capstone: Substantial some content goal, moderate goals 1, 2, 3.

### **Definitions of Substantial, Moderate, and Minimal**

Each General Education course addresses the following components.

1. Content: Describe how the actual subject matter of the course addresses the goal.
2. Teaching strategies: Describe how the classroom teaching methods (**e.g.**, lecture, discussion, etc.) address the goal.
3. Student assignments: Describe how activities assigned to students, **e.g.**, term papers, reading, projects, etc.) are used to address the goal.
4. Evaluation of student performance: Describe how students' activities will be evaluated in a way that addresses the goal (**i.e.**, how will mastery of the goal manifest itself in the final grade, and what criteria are being applied?)

To justify an emphasis as substantial, all four components must be addressed. To justify an emphasis of moderate, three must be addressed, and to justify an emphasis of minimal, two must be addressed. None means either one or none of the components addresses the goal.

## IMPLEMENTATION STAGES

August 31 to December 15

Coordinator and general education committee meetings on overall purpose of general education

Develop general criteria insofar as possible

Formation of subcommittees (writing, oral communication, critical thinking, natural science, artistic and literary perspectives, societies and institutions, personal and social responsibility, interdisciplinary, math). Subcommittees are composed of representatives from the domains of the model and one or two representatives from the general education committee.

Subcommittees develop criteria for selection of courses and submit for approval of GEC

Gather model syllabi **and/or** criteria

Subcommittees plan area specific workshops for faculty

Develop course proposal forms and guidelines

Web page setup

Plan workshop on general implementation (AACU and consultants)

Develop plan for encouraging interdisciplinary courses (union contract and allowing such teachers to get **full** work loan credit)

Set up library of materials

Prepare charter & **bylaw** description of committee's role, and set of procedures for course adoption

December 1 to January 31

Hold workshops

Pass out diskettes with forms and guidelines

Departments work on proposals after workshops

Meet with college curriculum committees about criteria, role, etc.

Examine development of oral communication, writing, math courses

Discuss transfer students

Begin developing material for advising

Discuss how to work with limited **service** personnel

December 15 to March 1, 1999

Departments submit proposals through college curriculum committees

College curriculum committees submit proposals to general education committee

First review - preliminary screening by subcommittees

Review by general education committee

Workshops for advisors

March 1 to June 15

Work with departments that are **unsuccessful** in gaining approval

Plan on some pilots for upcoming year

Begin developing material for **advising**

Compare number of courses and sections to estimate number needed

June 15 to September **15**

Work on advising materials

Plan workshop for advisors

Continue work with departments

September 15 to December 15

Finish 2000 bulletin

Hold advising workshops

I N T E R

O F F I C E

# MEMO

**To:** GER Committee  
**From:** Bill Jenkins  
**Subject:** Next Meeting  
**Date:** September 16, 1998

The next meeting of our committee will be on Monday, September 21, at 10 am in Kilcawley's Pugsley Room.

## AGENDA

- 1) Subcommittees: formation, charge, and time line.
- 2) Criteria as determined by the committee. See the attached reading from Strong Foundations. We have been informed that the books from AACU are on the way.
- 3) Discussion of the curriculum proposal form prepared by Nancy White.
- 4) Hunter question on which general education courses can be substituted for, such as calculus for the required math course.

For the fall quarter I have consulted with the schedules returned and found a convenient time on Friday at 10-12 am. Please set that block aside. I will prepare a room schedule in Kilcawley as soon as it becomes available.

## MINUTES OF SEPTEMBER 11, 1998 MEETING GENERAL EDUCATION COMMITTEE

Present: Carano, Hugenberg, Hunter, Jenkins, Maraffa, McMahon, Myhal, Ritchey, Walker  
Absent: Funk, Stephan, Tessier

Jenkins began a discussion of the use of subcommittees to determine criteria for each domain or category in the GER model. **After** much discussion, it was decided to have the appointed representative **from** each category (essential skills, natural science, artistic and literary perspectives, societies and institutions, personal and social responsibility) be responsible for organizing a subcommittee of 3-4 faculty (with a student appointed also **from** student government). Essential skills would have a subcommittee on writing, oral communication, critical thinking, and mathematics. Each subcommittee would start by September 30th and be charged with drafting a list of criteria by October 15th for courses in a particular category. That list of criteria would come back to the GEC for approval followed by distribution to appropriate bodies representing faculty and students. Circulation should end by November 7th so that GEC can finalize and publish the criteria. The intention is that faculty be able to begin writing course proposals by the beginning of winter quarter. Jenkins will also establish a subcommittee on criteria for interdisciplinary courses.

Jenkins shared the tentative time line with members. The committee added the need for GEC to determine as soon as possible how courses more advanced than GER courses might substitute for GER courses. For instance, the science major might substitute a basic course in chemistry for a GER course in natural science, or an engineering major might use calculus instead of the basic math course. Another important decision to be made in the fall quarter related to how soon we might expect students to take the communication course, or the writing courses. Presently, students have until their 90th credit hour to complete the writing sequence. It was noted that students do not usually graduate in four years, so it would be necessary to set a limitation by credit hours rather than by academic year or number of semesters.

Jenkins passed out a copy of a recommended change in the charter of the Academic Senate that would establish the General Education Committee. He noted that this change needed to be implemented as soon as possible and that our recommendation would go to the Charter & Bylaws committee. Under Article IV Section 3 the committee agreed to change will to shall under (a) (2) and (3). The committee also approved a motion by Tom Maraffa, seconded by Anne **McMahon**, that creates a new (a) (7) -- The General Education Committee places approved courses into the GER model and serves as an advisory body to the Coordinator of General Education. Larry Hugenberg moved approval of the recommendation as amended, Allen Hunter seconded. The motion passed. There was much discussion about where the General Education Committee fit in the Senate structure for passage of courses. The Senate resolution placed it after a college curriculum committee, but before the University Curriculum Committee. Jenkins explained that the description of this area fit under procedures of the committee and would be sent to Senate as an appendix. It was noted that the GEC would **function** as a reviewer of standards rather than an arbiter, as the University Curriculum does. Hence, it would not circulate a proposal; it would simply make a decision about the acceptability of the course. Further discussion will occur

regarding the relationship of this committee to the Academic Programs Committee.

Finally, the committee considered the course approval forms developed by Nancy White. No decisions were made, but the committee felt that some kind of GER handbook was needed that detailed for faculty the criteria and gave instructions on filling out the form. The form itself should be simplified. **Ritchey** suggested that the domains should be more clearly identified in the form. **Allen Hunter** was concerned that it be clear to faculty which questions must be answered about how each course met the criteria, and that adequate space be given to respond. **Tom Maraffa** raised a question about the definitions of substantial, moderate, and minimal, and the value of each of the four components.

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I N T E R

MEMO

O F F I C E

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**To:** GER Committee  
**From:** Bill Jenkins  
**Subject:** Next Meeting  
**Date:** September 16, 1998

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### **AGENDA**

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- 2) Criteria as determined by the committee. See the attached reading from **Strong Foundations**. We have been informed that the books from AACU are on the way.
  
- 3) Discussion of the curriculum proposal form prepared by Nancy White.
  
- 4) Hunter question on which general education courses can be substituted for, such as calculus for the required math course.

For the fall quarter I have consulted with the schedules returned and found a convenient time on Friday at 10-12 am. Please set that block aside. I will prepare a room schedule in Kilcawley as soon as it becomes available.

**MINUTES  
GENERAL EDUCATION COMMITTEE  
SEPTEMBER 21, 1998**

Present: Funk, Hugenberg, Jenkins, Maraffa, McMahon, Ritchey, Stephan, Tessier, Walker, White

Absent: Carano, Hunter, Myhal

Darla Funk and Bill Jenkins will be attending the AGLS convention in St. Louis

After much discussion about subcommittees, it was decided that each member appointed by Dr. Scanlon would be responsible for forming a subcommittee with 3-4 representatives from departments that might offer courses in the particular area being represented. David Myhal would be contacted in regard to student appointments to each subcommittee. In response to a question from Sandy Stephan, Bill Jenkins indicated that there should be a subcommittee for each of the skill areas, including math. Each representative is responsible for the appointment of members. The charge of each subcommittee is to develop a set of criteria for what constitutes acceptable courses, and to discuss what is needed to fulfill minimal attainment of that goal in an individual course. Each subcommittee should examine the goals designated in that category, and decide what is needed to meet the minimum, and, if so, what those minimal criteria should be. A report is due **no later than October 15<sup>th</sup>**.

The committee discussed what criteria it wished to apply to course proposals. The following points were agreed to:

1. Each proposal should demonstrate how that course meets the goals designated for that domain.
2. Proposals may apply for only one domain.
3. Proposals should include essential skills, but not at the intensive level.
4. A course proposed by a department must be for the general student body, and not for the major.
5. It is not necessary that there be multiple sections of a course approved for general education.
6. Each course must be taught within a two-year period.
7. Multisection courses must have a set of common goals, but may allow faculty to make choices within the parameters set.
8. Each course must indicate how it will assess reaching the assigned goals. Faculty will be evaluated for teaching in the general education program on a basis of achieving the goals.

Jenkins reminded the committee that these points were to be thought about, discussed, examined after gaining feedback from the subcommittees, and re-examined before being finalized.

The committee turned its attention to the course proposal form generated by Nancy White. It focused on the table indicating whether a course met goals substantially, moderately, weakly, or not at all. The committee felt that we only needed to **determine** whether a course met goals minimally. It was decided to refer this question – what the minimal standards are – to the subcommittees for their input.

Larry Hugenberg talked about the oral communication requirement and whether there would be a limit set for the number of hours by which a student should take that course. The general thought was that 62 s.h. would be the limit, since students did not finish in four years very often. The committee asked Jenkins to obtain the data available from Institutional Research on the amount of time it takes students to move from being a freshman to being a sophomore. The committee will discuss whether a lower number of hours is possible **after** the data is shared. It was also decided that we should seek data on completion of the writing sequence as well. One question was raised about the availability of student records for the advisors to be able to assist them in taking general education courses. Jenkins said that he hoped the degree audit program would be ready soon. He would talk with Gordon **Mapley** about whether we can have it ready by the fall of 2000. A degree audit program would allow the advisor to print out a sheet placing all of the student's courses in the relevant domains.

The meeting ended at 11:50. **The next meeting will be on Friday, October 9<sup>th</sup>, at 10 am in Kilcawley 2069,**

I N T E R

MEMO

O F F I C E

**To:** General Education Committee members  
**From:** Bill Jenkins  
**Subject:** Next meeting, Friday, October 9, 10 am in Kilcawley 2069  
**Date:** October 9, 1998

**AGENDA:**

- 1. Progress on subcommittees. Chairs' reports
- 2. Discussion of criteria in general
- 3. Fall timelines for submission of course proposals and program changes
- 4. Discussion of question whether general education courses need to be taken or substituted for if taken care of by other required courses within a program.
- 5. Preliminary discussion of assessment of general education. During the North Central review we committed to a student assessment test for the upcoming year.

*6. Faculty qualifications*

**GENERAL EDUCATION COMMITTEE  
MINUTES FOR 10-9-98**

PRESENT: Funk, Hunter, Jenkins, Stephan, Tessier

ABSENT: Carano, Hugenberg, Maraffa, **McMahon**, Myhal, Ritchey, Walker, White

Those present reported on the membership of each subcommittee that each oversaw, and how the subcommittee was progressing. We had no information on the membership of the math subcommittee or the oral communication subcommittee. Jenkins will send out a list of the members of each subcommittee as soon as he has a complete list. There arose a number of unanswered questions or problems during the discussion. They included: 1) determination of which science courses could be taken as substitutes for those specifically designed for general education, 2) preparation of common criteria that apply to all categories, 3) the attachment of prerequisites to some of the courses, such as math, 4) finding a way to designate general education courses through the new numbering system (Allen suggested the second number), and 5) discussion of whether diversity can be required in all domains.

Jenkins announced that he will be in Tod Hall by the end of next week. He will be sharing an office (the conference room on the second floor of Tod) with Nancy White. The new telephone number will be 2983, but he will retain the 3451 extension in the History Department as well. Nancy White's new number is 2985.

Jenkins passed out the North Central criteria for faculty who are teaching in general education. They must have a minimum of 18 semester hours on the graduate level in the appropriate discipline. We will need to discuss this criteria in general for all areas.

Jenkins passed out a handout on assessment. We need to discuss which particular ACT test we want to use this spring for student outcomes.

The next meeting will be on Friday, October 23rd. Since there is additional time available, the subcommittees do not have to file a report of their criteria with Jenkins until Tuesday, October 20th.

GENERAL EDUCATION COMMITTEE  
MINUTES FOR 10-9-98

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ABSENT: Carano, Hugenberg, Maraffa, **McMahon**, Myhal, Ritchey, Walker, White

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**GENERAL EDUCATION COMMITTEE  
AGENDA  
OCTOBER 23,1998**

- ✓ 1) Reports from subcommittees on criteria for each domain.  
Discussion of circulation - to whom and when.  
Discussion of general criteria for all domains.
  
- 2) Discussion of general principle that certain courses can be substituted for standard GER courses, such as in science. Are students exempt from taking other courses?
  
- ✓ 3) Report on AGLS conference in St. Louis
  
- ✓ 4) Initial discussion of assessment. See material on standardized ACT tests. The university has already committed to such a test at the time when North Central came in.
  
- 5) General education course form. We should not duplicate form for fall so that departments can simply resubmit with only an addendum for general education. One particular issue needing resolution is what constitutes substantial vs. moderate **fulfillment** of a particular goal.

MINUTES  
GENERAL EDUCATION COMMITTEE  
OCTOBER 23, 1998

PRESENT: Funk, Hugenberg, Hunter, Jenkins, Maraffa, McMahon,  
Ritchey, Stephan, Tessier, Walker, White  
ABSENT: Carano, Myhal

Jenkins opened the meeting with a discussion of the minutes. It was resolved that there would be no formal consideration of the minutes unless a member of the committee felt there had been an omission or a distortion. It is the responsibility of the member to bring the correction to the attention of the coordinator.

Darla Funk provided a written report on the sessions she had attended on assessment at the AGLS (Association of General and Liberal Studies) at St. Louis, October 15-18. She was particularly impressed with Karen Maitland Schilling from Miami University, whom she recommended we use for workshops. Miami used a variety of measures, including portfolios, but were not very high on outside assessment tests because of their lack of reflection of what is being taught. Bill Jenkins commented that Marie Cullen, YSU Director of Assessment, had asked him to make a recommendation regarding whether to use the ACT CAAP test or the ACT COMP test. The committee discussed both tests and decided to ask Cullen to obtain copies of the actual tests. Some of the issues for a national test involved: whether it fit the specific university goals or curriculum, how much it might cost, how many faculty might have to be involved and for how long; how much confidence faculty would have in the test; when to test, and whom to test. Sandy Stephan reminded the committee that outside accrediting agencies, such as North Central, wanted universities to have some kind of outside assessment.

Bill Jenkins reported on his experience at AGLS (see attached). He focused on advice to coordinators. His first session was a morning-long seminar conducted by John Hinni, former Dean of General Studies at Southeast Missouri State University. He attended a session given by West Carolina University scientists on interdisciplinary science courses and labs. They had already started teaching them, and were quite enthusiastic about their success. Jenkins also noted that in an outside review of the program at SEMO many questions were raised about the uneven quality of the introductory freshman course. Of particular concern was the inconsistency of faculty performance, given that most faculty members had not taught about writing or critical thinking. The committee, save for one member, recommended retention of the course, but with more emphasis on the preparation of faculty.

Jenkins passed out the recommendations of the various subcommittees regarding criteria. It was decided to give members a week to read the suggestions, and to discuss them at the next meeting. Members were encouraged to bring back concerns that regarded major violations of the Model. Corrections would be

made, and then circulated to all faculty for feedback prior to Thanksgiving. The General Education **Committee** would consider all criticisms, and then finalize the criteria for all domains by early December. Rick Walker raised a question about whether these criteria would need Senate approval. It was decided that indeed they had to be approved, and that the presentation would be made at the first meeting in January. Jenkins also noted that he had obtained a copy of the criteria created by the general education program at California Polytechnic Institute. He passed out a copy of the criteria to all members for comparison to those developed internally.

There was discussion of the format to be developed for sending out the criteria. It was decided that each domain should include a statement of the goals for that area, and that the list of criteria should be as short as possible. The coordinator would write a letter of explanation to attach to the package. Further decisions regarding the format would occur at the next meeting. The next meeting of the committee is on Friday, October 30, at 10 am in the Q2S-General Education Office on the second floor of Tod Hall. Please note that the remaining fall meetings will take place there also.

An error was noted in the list of subcommittee members. Laura Buch is on the Writing subcommittee, not Jim Conser.

Finally, it was decided to create two forms for submission as general education courses, one for fast track, and one for those having to submit as changed or new courses for semester approval. For non-fast track proposals the General Education Committee would ask a department to re-submit the forms sent in the fall, and an added form regarding general education only.

**THE NEXT MEETING IS ON FRIDAY, OCTOBER 30, IN THE GENERAL EDUCATION/Q2S OFFICE ON THE SECOND FLOOR OF TOD HALL. OUR REMAINING FALL MEETINGS WILL BE THERE AS WELL.**

- AGENDA:
- 1) Discussion of the criteria and the format.
  - 2) Discussion of which courses can count as substitutes
  - 3) Further discussion of assessment, time permitting, and if materials available.

**MINUTES  
GENERAL EDUCATION  
OCTOBER 30, 1998**

ABSENT: Carano, Funk, Maraffa, McMahan, Myhal

The meeting was spent on discussing the proposed criteria from each subcommittee. **Jenkins** suggested that there should be an introductory letter, followed by a copy of the goals and their descriptions, a short note on what constituted overall criteria for each area, and finally a section composed of the criteria from each area. The committee agreed with this order, and that Jenkins would edit the sections to create a smooth format. He would then re-circulate the material to the committee prior to sending it out.

Under our list of common criteria, it was agreed to include the following: a statement from North Central about faculty **qualifications**, the inclusion of Goals 1, 2, 3 wherever possible; the inclusion of goal 5, goal 10, and goal 12 wherever possible.

Most of the committee time was spent looking at the subcommittees' recommendations. Under critical **thinking** it was decided to change various kinds to two **kinds** of graded assignments, and to require coverage of a majority of elements listed in the Senate model, not the attachment items listed in the subcommittee proposal. Under personal and social responsibility, it was decided to change all **shoulds** to **musts**, and to drop section **a** under goal 9 (address social, political, and economic factors that directly **affect** quality of life for individuals and communities) because the prime emphasis of the goal is on physical, mental, or emotional well being. The committee changed the wording of Goal 9 section 4 to Courses must create opportunities in the classroom to examine **current/past** and potential future issues concerning individual and social well being and formulate potential solutions to these problems, and removed section **6** because it belonged in the overall criteria. Under the natural science criteria the committee discussed a concern about the use of the term, **fundamental**. After much discussion, it was agreed that the language should be changed to an **understanding** of the **principles/concepts** of basic science to distinguish from technical or applied science. The report on societies and institutions was unchanged. Under the writing subcommittee report, it was decided to eliminate the material on the WAC Director as not part of the criteria, eliminate references to the administration of the program, to replace reading journals (jargon) with journals, and to add "and coherently" after "...effectively" in the **asterisked** statement that begins with "Assess students' learning with reference to **achievement** of...." Under artistic and literary perspectives, it was decided to include "**and/or literature**" after art in items **1** and **3**. Under the criteria for fulfilling the math goal the committee eliminated the section of the mathematics placement exam for further investigation. Under the interdisciplinary category the committee decided to eliminate item **1** under Section II and Section III because they covered general **administrative** matters. Under the oral communication report it was decided to eliminate the course syllabus and other parts not relevant to the criteria for the course and for writing intensive courses. It was observed that the criteria were all **right**, but that they need to be restated in a format that conforms to the rest of the reports.

Jenkins indicated that he would redo the criteria, and have a corrected copy out to committee members by the middle of next week. Then the criteria would be sent to faculty, administrators, and student government for review prior to November 25. After Thanksgiving, the General Education Committee would meet to discuss the response, and to **finalize** our recommendations prior to submitting them to the Academic Senate in the fall.

**TO: GENERAL EDUCATION COMMITTEE**  
**FROM: BILL JENKINS, COORDINATOR**  
**DATE: NOVEMBER 4, 1998**  
**SUBJECT: CRITERIA**

Please review the attached for Friday's meeting which will begin at 10:30. I overlooked several general criteria discussed at last week's meeting, and so include them here.

That we encourage faculty to include in general education courses goals 5, 10, and 12 wherever appropriate. The development of math skills and exposure to the diversity of the United States and of the world are important enough to merit coverage in a wide variety of courses.

That faculty who wish to teach a course must, according to North Central guidelines, "hold graduate degrees that include substantial study (typically a **minimum** of 18 semester hours at the graduate level) appropriate to the academic field in which they are teaching."

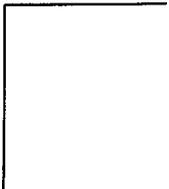
MINUTES  
GENERAL EDUCATION COMMITTEE  
NOVEMBER 6, 1998

ABSENT: Carano, Hunter, McMahon, Myhal, Stephan

The General Education Committee met to discuss the proposed criteria for each of the categories in the model passed by the Academic Senate. Regarding the format of the report, the committee decided that the order of criteria should follow that of the model. Basic skills should include writing, oral communication, critical thinking, and mathematics. Natural Science would be followed by Artistic and Literary Perspectives, Societies and Institutions, Personal and Social Responsibility, Selected Topics and Electives, and the Capstone. Darla Funk suggested the use of shading or boxing to indicate different sections. Funk also indicated that she thought that the title, Artistic and Literary Perspectives, should correlate with the goal which calls for expression. Jenkins responded that the title had already been passed by the Academic Senate.

The following changes were agreed to:

- 1) that the General Education Committee should expect, not merely encourage, "writing across the curriculum that extends beyond tests." See introduction.
- 2) that writing intensive courses be limited to 25 students.
- 3) that oral communication criteria should refer to presentations rather than speeches throughout.
- 4) that we should eliminate a reference to the Mathematical Society of America from the math criteria, and italicize the student outcome statement.
- 5) that the Natural Science criteria should bring all references to category requirements to the top of the list, and move individual criteria for each goal so that they immediately follow the appropriate goal statement
- 6) that we eliminate "Based on Senate action" from the first sentence of Societies and Institutions.
- 7) that health be changed to well being throughout the criteria.
- 8) that the title Selected Topics and Electives be used, rather than Interdisciplinary Courses. Tom Maraffa argued that the definition of interdisciplinary course exceeded the definition of this domain. The wording passed by the Academic Senate encouraged students to take 1 course "from a list of courses that combine the goals in ways that do not fit into the areas above." Thus, Maraffa called for a goal-based definition only. Tessier commented that there were courses already being taught that reached multiple goals, but did not need an advisory committee, or team teaching, as recommended by the interdisciplinary committee. Jenkins argued for the proposal. He commented that the wording passed by the Senate would automatically lead to interdisciplinary courses since it required them to combine goals in ways not already defined in each of the domains. Hence, we needed some definition of an interdisciplinary course. The General Education Committee decided to drop the definition of interdisciplinary course, and to replace interdisciplinary with goal in each of the criteria, and to eliminate the paragraph that begins "When a course..."



AGENDA  
GENERAL EDUCATION COMMITTEE  
NOVEMBER 13, 1998

1. Examine the forms to be submitted with general education course proposals. Refer back to the September 16<sup>th</sup> meeting for the form originally proposed by Nancy White.
2. Discuss the procedures through which a course will go to obtain approval or disapproval of the General Education Committee. See the attached.
3. Discuss the CAAP assessment test if available and the ETS assessment material provided by Sandy Stephan.
4. Courses that can substitute for required GENED courses.
5. Workshops – which ones do we need?

## GENERAL EDUCATION COMMITTEE PROCEDURES

1. Course proposals shall originate in departments. Proposals shall include a rationale for inclusion in the general education program, a description of the course, a list of faculty and credentials, and a syllabus that indicates how the goals are met in the course.

3. ~~Previously approved courses~~ *are being submitted for Gen ed cert.* ~~shall come~~  
2. The course proposal shall be submitted to the College Curriculum Committee for approval. *directly to the Gen. Ed. Comm.*

4. Upon arrival in the General Education office, the course proposal will be noted in the docket and submitted to the General Education Committee, which shall determine whether the course meets the goals of the general education program, and whether appropriate resources, including faculty, are available. If ~~approved~~ *approved*, the course will pass on to the University Curriculum Committee for general circulation and final approval. *was previously for Gen ed cert.*

5. ~~If denied approval~~ *the program is not appropriate*, the coordinator will advise the department and ~~the~~ *appropriate* faculty about what is needed to meet general education criteria. The department may request to appear before the general education committee *for a hearing*. *or may be submitted for approval.*

. A course may not receive general education ~~credit~~ *be approved for* unless approved by the General Education Committee. *certified*

2. ~~New course proposals shall be submitted to the College Cur. Comm for approval and then forwarded to the COEC for Gen Ed. Certification.~~  
*New course proposals shall be submitted to the College Cur. Comm for approval and then forwarded to the COEC for Gen Ed. Certification.*

**MINUTES**  
**GENERAL EDUCATION COMMITTEE**  
**NOVEMBER 13, 1998**

ABSENT: Ritchey, White

The GEC welcomed Zachary Griffith, who will serve as a student representative on the committee. He replaces David Myhal.

The first item on the agenda was the course approval form originally constructed by Nancy White. Since August, a new course proposal form for new or changed courses has been developed and is in use by the University Curriculum Committee. GEC decided that it would ask for re-submission of those forms and attached syllabi, plus a general education addendum. The question before the committee was what will we require on the Gened form. The committee debated about whether to ask for a narrative explanation of how the course will meet the criteria or for a point by point reference to each criteria. Walker and Hugenberg were concerned about how the process of course approval might affect these forms, and so suggested a discussion of the proposed first.

The Gened Committee discussed each of the six articles submitted as a draft by Jenkins. There was much concern expressed about the existence of general education committees in some of the colleges and their power to reject courses for general education. Jenkins pointed out that the wording of the Academic Senate resolution last spring did not include a reference to college general education committees as part of the process. Hence, he did not believe that they had the power to reject general education courses. Committee members agreed, but noted that such committees could exist in an advisory capacity. There was also much discussion about the fact that most of the new or changed courses, as well as the fast track courses, would have cleared the University Curriculum Committee prior to seeking Gened certification (it was decided to use certification rather than approval). Language was developed to handle this issue. Finally, the committee discussed the problem of circulation. Questions asked included: when will the proposals be circulated?, which committee will do the circulation?, and will the General Education Committee allow objections to proceed before the Senate regarding certification as a general education course. See the attached sheet for the amended list of general education procedures.

The committee returned to its discussion of a general education form. It was decided that we should ask for narrative forms regarding all courses submitted for general education certification in any area. In general, they should ask the proposer to demonstrate how the course will meet the appropriate criteria in the area for which certification is sought. Jenkins will draft some examples of these narrative forms and bring them to the committee for final approval.

Hunter asked about the need to consider which courses might substitute for general education courses. It was agreed that we would look at that issue at the beginning of the next meeting.

**The next meeting will take place on Friday, November 20, 1998 in the General Education Committee office.**

- AGENDA:
- ✓ 1) Courses that can substitute for general education courses
  - 2) Review of course proposal process (See attached)
  - 3) Review of course proposal form language (See attached)
  - 4) Workshops – which ones do we need?
  - ✓ 5) Discuss the ACT and ETS assessment material

## GENERAL EDUCATION COMMITTEE PROCEDURES

1. Course proposals shall originate through departments. Proposals shall include a rationale for inclusion in the general education program, a description of the course, a list of faculty and credentials, and a syllabus that indicates how the criteria are met for the basic skill or domain under consideration.

*address  
needs  
criteria  
Content pedagogy*

2. Semester courses already approved by the University Curriculum Committee during the 1998-1999 academic year and being submitted for general education certification shall come directly to the General Education Committee for consideration. The General Education Committee will report on those courses approved to the Academic Senate.

*certified for general credit*

3. New course proposals being submitted for general education certification shall be submitted to the College Curriculum Committee for approval and then forwarded to the University Curriculum Committee for general circulation and approval. At the same time the General Education Committee will consider whether these courses meet the criteria for general education certification.

*General Ed Comm*

4. Upon successful certification, the course title, description and designation as a general education course will be appended to the Senate agenda for information.

5. If the course is denied certification, the coordinator will advise the department and appropriate faculty about what is needed to meet general education criteria. The department may request to appear before the general education committee and may also submit a revised proposal.

6. A course may not receive general education credit unless approved by the General Education Committee.

*certified*

*Application*  
**GENERAL EDUCATION APPROVAL FORM**

Please present a rationale demonstrating that your course meets the approved criteria for inclusion in a basic skill area or domain. Read the accompanying list of criteria and make sure that you comment on each of the criteria listed for the area in which certification is sought. Rationales may not exceed four pages. In addition, submit a syllabus that reflects how students will be achieving the goals and appropriate criteria.

- |  |   |
|--|---|
| <input type="checkbox"/> Writing I or Writing II     | <input type="checkbox"/> Oral Communication Course          |
| <input type="checkbox"/> Writing Intensive           | <input type="checkbox"/> Oral Communication Intensive       |
| <input type="checkbox"/> Critical Thinking Intensive | <input type="checkbox"/> Mathematics course                 |
| <input type="checkbox"/> Natural Science             | <input type="checkbox"/> Artistic and Literary Perspectives |
| <input type="checkbox"/> Societies and Institutions  | <input type="checkbox"/> Personal and Social Responsibility |
| <input type="checkbox"/> Selected Topics & Electives | <input type="checkbox"/> Capstone course                    |

*use content*

*will be met.*

*typewritten*

**MINUTES  
GENERAL EDUCATION COMMITTEE  
NOVEMBER 20,1998**

ABSENT: Carano, Hugenberg, Griffith,White

Jenkins opened the meeting by asking each committee member to contact those faculty members who had returned their ballot regarding the Charter change. He noted that the Charter required that approximately 210 faculty members had to vote in order to make it a valid election. So far only 170 had voted. He asked that each committee member contact as many people as possible, especially within the home department.

The first item on the agenda was the substitution of courses for those in general education. Allan Hunter noted that he had heard from many people who were concerned about their own program. He suggested that there were two possibilities: either accept the courses as they are, or require substitute courses to meet general education goals as well. Tom Maraffa expressed concern that opening the door to these kinds of courses might undermine the integrity of the general education program. Hunter commented that there was a need to be concerned about the subsidy level for such courses.

**Hunter moved and Ritchey seconded that the General Education Committee require the submission of courses for either full certification or substitute certification meet the goals of general education. Walker motioned and Sandy Stephan seconded the tabling of the motion. It was tabled.** Jenkins will seek more information on how the state applies its subsidies to general education courses.

The committee reviewed the six tests (CAAP) available from ACT. Since there was a week deadline on returning the tests, Jenkins asked each committee member to review the tests and to obtain a general impression of their suitability. The comments were generally favorable, except for the writing test. The committee will discuss the assessment test when the ETS test has arrived.

The General Education Certification Procedures were reviewed, and changed. Please see the accompanying copy for changes. **Hunter moved and Tessier seconded that the revised General Education Certification Procedures be sent to the Academic Senate for approval. The motion passed.**

The committee reviewed the General Education Application Form. It decided to limit the rationale to three, typewritten pages, and to include pedagogy in the syllabus. Please see the accompanying copy for changes.

Jenkins announced that the Communication and Theater department had not received its request for a new faculty position to direct the general education oral communication course. He suggested that the committee permit him to discuss the issue of what will happen to the proposed general education requirement with the Provost, D. O'Neill, and other appropriate people. The committee felt that the teaching of the course would not be

possible, and that discussion should occur over how to infuse the teaching of oral communication into the general education program.

Finally, Jenkins noted that there would be a need for workshops for departments and faculty seeking general education certification. He wanted some guidance as to which workshops would be needed. The committee will take up this issue at its next meeting.

# Memo

**To:** General Education Committee Members

**From:** Bill Jenkins, Coordinator

**Date:** 12/30/98

**Re:** First meeting on Tuesday, January 5, 1999 in GER Office at 10 am

---

We will have a special meeting on Tuesday for one hour regarding two issues. The first involves the statement about the fact that general education courses must be for students in general and not for the major. Since we are going to allow some courses to substitute for general education courses (we agreed as long as they met GER goals), I need to be able to clarify our intentions at the Senate meeting.

The second issue involves the processing of GER courses and whether they can be stopped by a college committee set up to look at general education courses. The process we are presenting to the Senate says quite clearly that such courses should be submitted to the college curriculum committee. Again, I need some clarification on this statement so that I can be prepared to respond to possible questions about the role of a college general education committee.

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*doesn't apply to intensive*

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