

Note: There will be a special meeting of the Senate on April 22. Please get agenda items for the May 6 Senate meeting to Bege Bowers, English, by 5 p.m. Thursday, April 23. The year-long Senate attendance summary will be attached to the May 6 agenda.

ACADEMIC SENATE MINUTES

April 8, 1998

OVERVIEW:

Major topics presented/discussed: “2/3 rule” for semester conversion; number of credit hours for “standard” semester courses; summer school sessions after conversion to semesters. ASC report on the updated, April 8 version of the GER model. Discussion of whether to return the proposed GER model to the Academic Standards Committee for clarification.

Actions:

1. An edited version of APC motion 1, to follow the “2/3 rule” in semester conversion, carried (p. 3 of these minutes). The minimum number of hours for the minor will be 15; the minimum number of hours for the combined major will be 48.
2. An amended version of APC motion 2 carried: The standard number of hours in a semester course shall be 3. Exceptions shall be based on sound curricular justification (p. 5 of these minutes).
3. APC motion 3 (p. 6 of these minutes) carried: The Senate recommends to the administration a standard summer calendar of four sessions: three 6-week sessions, one of which overlaps the other two; and one 12-week session coterminous with the two back-to-back 6-week sessions.
4. The ASC’s motion to incorporate items 3a and b from page 3 of the April 8 Senate agenda (satisfying essential writing and speaking skills in a foreign language; p. 8 of these minutes) into the GER model carried.
5. A motion to return the GER model to committee to clarify a number of issues (pp. 8-9 of these minutes) failed.

CALL TO ORDER:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 4:09 p.m.

MINUTES OF THE PREVIOUS MEETING:

Minutes of the February 25 and March 4, 1998, meetings were approved as distributed.

CHANGE IN THE ORDER OF THE AGENDA:

Bill Jenkins moved that we change the order of the agenda to the following: comments from the Senate chair; the report of the Academic Planning Committee; and the report of the Academic Standards Committee. The motion was seconded and carried.

REPORT FROM THE SENATE CHAIR:

1. Jim Morrison noted that he will attend a second meeting of Academic Senate chairs in Columbus on April 21. He expects they will form a group with two representatives from each four-year campus, one of whom will be elected by our Senate. He will report back and perhaps ask the Charter and Bylaws Committee to make a provision for such an election.
2. On June 4, 1997, the Senate approved an ethics statement. The motion to approve the statement included a stipulation that the Senate Executive Committee report to the Senate about how the statement would be disseminated. The statement was presented and approved at the March 13, 1998, meeting of the Board of Trustees. The trustees congratulated the Senate on the statement, which will be included in the new University *Guidebook*. The *Guidebook* will replace the old policies and procedures manual; it will be widely distributed to every unit on campus.

ACADEMIC PLANNING COMMITTEE:

Committee chair Patricia Hauschildt explained how the APC arrived at its three motions. The committee's primary direction was to develop a plan for quarter-to-semester conversion that would make processing through the committees as easy as possible and that would match well with other colleges and universities in the area to make transferring, etc. easier. Members looked at materials from other universities and tried to do the things that were most common and workable. The committee decided on the "2/3 rule" and the predominate 3-credit-hour course; deviations from the 2/3 rule would have to be justified and probably go through a committee process that would take more time.

APC Motion 1

Hauschildt made the motion that appeared on page 22 of the April 8 Senate agenda: The "2/3 rule" shall be applied in converting semester hours to quarter hours for program and degree requirements. The exceptions are that the minimum number of hours for the minor will be 15 (not 14 since 14 is not divisible by 3); the minimum number of hours for the combined major will become 48 (2/3 of 70 is 47, which is not divisible by 3).

The motion was seconded, and discussion followed:

Bill Jenkins asked for clarification: This doesn't imply that a department that presently has more hours than the minimum would have to go to the minimum?

Hauschildt: No. Departments would be restricted to 2/3 of what they currently have.

Floyd Barger: The 2/3 rule is supposedly a rule of thumb. This motion seems to be etching it in stone. The committee has combined the 2/3 rule with a commitment to 3-semester-hour courses, which is more rigid than the rationale would justify. If one decides that 2/3 of 21, or 14 hours, is a legitimate size for a minor, and if students can get 14 hours, then 14 hours should be permitted. If they can get 47 hours, that should be permitted. We will be requiring 124 hours for a degree, and 124 hours isn't divisible by three. This slavish numerology hasn't been justified.

Hauschildt: We were asked to come up with a definitive guideline. Variations would go through a committee and be justified.

Barbara Brothers: We tried to address catalog language that needs to be changed. For example, the catalog currently stipulates a specific number, however it was arrived at, for how many hours constitute a major. We took $2/3$ of the number in the existing catalog and arrived at 30. We did not change how many hours anyone has in a major or how many hours they can have in a major. We simply said that the new number has to be $2/3$ of the existing number. That applies to all of the other places that have already been determined by this body. In the motion, we carefully spelled out any deviations from the $2/3$ rule, such as the change from 14 to 15 hours. When it comes to your own majors, you should apply the $2/3$ guideline. The committee didn't specify the maximum number of hours in a major; that comes under the purview of Academic Standards.

Jim Conser: Two questions: Some universities on a semester system don't require a minor. Does passing this motion firmly establish a minor; and does it preclude any future motions related to a minor?

Hauschildt: No.

Jenkins: I'm assuming that if a department divides the number of hours it presently requires by $2/3$ and comes up with a number that includes a fraction, that number can be rounded up or down.

Brothers: The motion doesn't define the maximum number of hours in a major. You can add hours if you want to.

Jenkins: But this says the $2/3$ rule shall be applied in converting hours for program and degree requirements.

Brothers: Degree requirements refer to the minimum number of hours for a program. Not all programs have to have a minor.

Jenkins: We could do anything?

Brothers: No. You couldn't have fewer than 30 hours in the major. And how could you justify keeping a student here for 5 years?

Hauschildt made an editorial change in the motion. We're changing from quarters to semesters, not vice versa. Thus the motion reads as follows: **The "2/3 rule" shall be applied in converting quarter hours to semester hours for program and degree requirements. The exceptions are that the minimum number of hours for the minor will be 15 (not 14 since 14 is not divisible by 3); the minimum number of hours for the combined major will become 48 ($2/3$ of 70 is 47, which is not divisible by 3).**

A vote was taken, and the motion as edited carried.

APC Motion 2

Hauschildt made the motion that appeared on page 23 of the April 8 Senate agenda: The standard for the number of hours in a course shall be 3. One- and 2-hour courses could be

allowed but only for private lessons, laboratories, course add-ons, variable-credit workshops, internships, etc. Four-hour or 5-hour courses should be rare. They need to be justified, and departments should cite curriculum from other universities on the semester system as partial but not sufficient justification.

The motion was seconded, and discussion followed:

Dave Law: The College of Business is now applying for AACSB accreditation, the highest accreditation for business schools. In Accounting, we're looking at new standards for education for accountants. I'm on a committee looking at the curriculum. When I read this motion, I was concerned because it seems vague. What does "standard" content mean? I'm even more concerned about the statement that 4- or 5-hour courses should be rare and must be justified. There's no indication to whom they must be justified, though the previous motion implied there would be a committee. I'm also concerned that departments would need to cite as justification what other colleges do. This doesn't encourage creativity and innovation.

Hauschildt: The committee we're thinking of is the existing University Curriculum Committee. The motion may seem vague because we didn't want to be too concrete and restrictive; we wanted to leave room for flexibility. The "standard" across the country for semester courses is 3 credit hours, but some courses are 1 or 2 or 4 or 5 hours. Labs, field experiences, etc. can be justified because such courses include more than "standard content." There has to be *some* standard.

Law: What you're saying now and the way I interpret the written motion are different.

Hauschildt: On our current quarter system, a standard course is 4 credit hours; the standard would be 3 credit hours on semesters. Flexibility is there for labs, internships, etc.

Allen Hunter: I have a question of interpretation. Over the last 5 years, my department has converted upper-level courses to 3-quarter-hour courses for good pedagogical reasons. The 2/3 rule of thumb would convert these to 2 hours. Would that be allowed, or would it be difficult to justify?

Hauschildt: A 3-credit course now could be a 3-credit course on semesters if it's some combination of existing courses.

Hunter: Our program already has a large number of required courses. With new ACS accrediting requirements, the only way to enable our students to select more than 1 elective would be to have 2-hour courses. We've designed these upper-level courses for students at our particular type of school. When we make the conversion, the only way to get 30 lecture hours is to have 2-hour courses.

Brothers: We were asked to come up with a standard. Students take courses across the University, not just in one department. The desirability of 4-hour courses was discussed, but the committee felt the conversion process and transferability would be easier if the standard was 3 hours. A department's curriculum shouldn't come in with 9/10 of its courses as 4-credit-hour courses; the standard should be 3 hours. When students get to upper-division courses, when they are primarily taking courses in the major, other patterns may be justifiable; you just have to give a reason.

Hauschildt: The “etc.” indicates that we listed only *some* examples; there may be others.

David Asch: I was troubled by the words “Four-hour or 5-hour courses should be rare.” “Rare” for some departments might not be rare for others. In the sciences, such as chemistry and biology, it’s quite common to have 3 hours of lecture and 1 hour of lab, or 3+1-hour courses containing a lab. Other classes, such as Microbiology, are 3 +2 hours. The lecture and lab aren’t listed separately in the catalog; the labs are required. There are some areas where 4- and 5-hour courses may be common.

Hauschildt: We talked about that in the committee. I have quite a bit of science background, and many of the courses were 4 or 5 hours. That would be justifiable if the lab is incorporated; that’s the kind of thing we were talking about.

Shipka: The point was made that the list in the motion is not exhaustive. But a number of departments have variable-credit *courses*. Was there a reason for specifying “workshops” and not courses? I would suggest as a friendly amendment that we say “variable-credit courses and workshops.”

Brothers: If that makes people more comfortable, that’s fine.

Hauschildt: We may have been thinking of summer workshops; we were just trying to list examples.

Barger: We have a large number of 30-lecture courses now, and to suggest that a 2-semester-hour course is not appropriate for “standard content” seems to fly in the face of what people are currently doing. The more substantive issue is that more and more programs must be front-loaded to succeed, and it’s very difficult to front-load a program with 3-semester-hour courses. We haven’t addressed in the GER discussions the problem of stretching out the programs by requiring students to take primarily 3-hour courses. This will extend the time for students to complete programs, in some programs by as much as 50%.

This isn’t a trivial problem. I don’t see a need for a standard. That has not been justified. The committee may have been told to give a standard, but it could have politely refused to do so. Why specify a standard unless we anticipate a problem? Three-, 4-, and 5-hour courses have coexisted on campuses for years. What causes scheduling problems is people scheduling things for their own convenience. I don’t see a need for stating a standard, but if we *are* going to state a standard, I hope we can do something better than apply the rule that says 4-quarter-hour courses were great. We just *dropped* that system; it hardly seems a justification for the new system. Nor does articulation with Allegheny Community College or the College of the Bahamas.

Rob Levin: I would like to suggest an amendment. In trying to reach a middle ground, I suggest we keep the same first sentence. Replace the rest of the existing motion with “exceptions shall be based upon sound curricular justification.” The motion would read as follows: **The standard for the number of hours in a course shall be 3. Exceptions shall be based upon sound curricular justification.**

The motion to amend was seconded and carried.

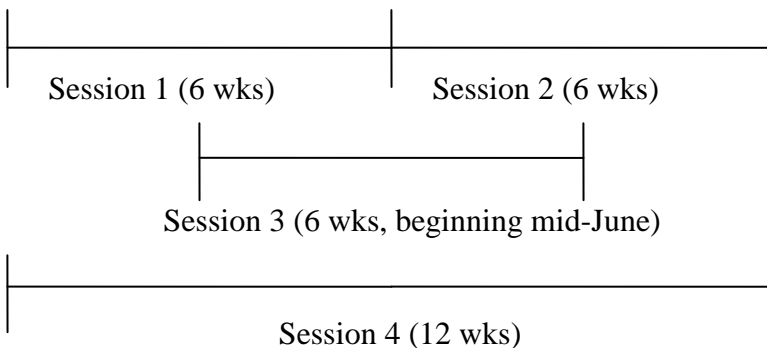
A vote was taken on the main motion as amended. The amended motion carried.

APC Motion 3

Hauschildt made the motion that appeared on page 24 of the April 8 Senate agenda: We recommend to the administration that the University establish four sessions as standard for summer school—three 6-week sessions, with one overlapping the other two that would begin mid-June; and one 12-week session from the two back-to-back 6-week sessions.

The motion was seconded, and discussion followed:

Hauschildt drew a model of the proposed sessions on the board, which I couldn't see from the stage. I asked for a copy, which hadn't arrived by the time these minutes had to be photocopied. I assume it looked something like the following, perhaps on a single axis:



Hauschildt: This model allows flexibility for school personnel/administrators to attend.

Barger: We have very limited summer school offerings. Many departments have trouble getting enough students for classes to run. Getting classes to make is hard enough when we have 3 sessions to deal with. With the proposed model, we will have to deal with 4 sessions. Given the limited course offerings in summer, spreading them over 4 different sessions doesn't seem a wise choice. We barely make use of the 10-week session now. I doubt that the 12-week session would do better. We seem to be advertising something that we will not be able to deliver. We may not have many classes in some of the sessions.

I would recommend a single 8-week session at the end of that 12-week period, creating a 2:1 compression ratio for the semester. It would be sounder pedagogically. The proposed sessions are 16:6 or 8:3 compression ratios, making it tougher pedagogically. Each of the proposed sessions would have a holiday, which only complicates matters. We need a comprehensive calendar proposal so that we know when we will start, what breaks there will be, when the academic year starts and finishes, etc. We should not be doing the calendar piecemeal. It should be presented as one coherent, complete year-long program.

Hauschildt: We worked from projected calendars. We had a mathematician on the committee who took the required number of hours that one would have to have for a semester course during the summer, and we looked at how many days that would take. We also wanted to be flexible.

(Morrison raised a point of information: This motion is stated as a recommendation, following the precedent that was established here in December? The calendar is an administrative prerogative. Hauschildt: Right.)

A vote was taken, and the motion carried.

ACADEMIC STANDARDS COMMITTEE:

Charles Singler: At the March 4 meeting, the Senate agreed to send the entire GER matter back to the ASC for the purpose of taking all of the discussion and amendments back and incorporating them into a single, more inclusive document. Attached to the April 8 agenda, starting on page 3, is the report back from the ASC. This is now the model, incorporating all of the provisions that have been addressed up to this date. It now becomes the main motion, which begins on page 4 of the agenda, starting with the bolded “*Motion Begins Here,*” and goes through page 7, concluding with “*End of Motion.*”

The language in those pages includes all of the editorial changes and clarifications addressed earlier, marked by brackets. Upon completion of deliberation of this body, the brackets will be deleted. All of the editorial changes and clarifications that were brought forward are included so that they might be subject to your comments. These items may be addressed individually if you wish.

Singler noted one additional editorial change: On page 5, under “Critical Thinking,” line 8, the word “development” should be “developing.”

He also noted that Section II on page 3 of the proposed model (page 6 of the April 8 agenda), which identifies the requirements for associate degrees, has been moved from the section of the original Task Force report that identified provisos (see page 4 of the current proposed model, page 7 of the April 8 agenda). Also, the statement “The General Education Task Force recommended its model with the following provisos” (12 words, page 7 of the April 8 agenda) will be deleted if the model is adopted.

The asterisked parts have to do with some deliberations that were outstanding, basically involving the speech requirement. That is addressed in two places: on page 5 of the agenda under “Speaking” (the tabled motion to amend); and following the words “*End of Motion*” on page 7 of the agenda.

Then, Singler referred to page 3 of the April 8 agenda. Item 2 concerns the ASC’s acceptance of Category F, Selected Topics and Electives, with a recommendation that Category F be deleted if the total GER hours are an issue. In regard to item 3a and b on page 3 of the agenda, Singler made the following motion. On behalf of the Academic Standards Committee, **I move that the two statements in 3a and b be incorporated into the document:**

- (a) **to add at the end of the last paragraph of Essential Skills A.1 Writing: The writing-intensive courses may be satisfied in a foreign language, provided that other criteria established under the general education model are met.**
- (b) **to add at the end of the last paragraph of Essential Skills A.2 Speaking: The oral communication-intensive courses may be satisfied in a foreign language, provided that other criteria established under the general education model are met.**

The motion was seconded. A vote was taken, and the motion carried.

Singler: That concludes the report to date. I would bring to your attention item 4 on page 3 of the agenda: The ASC's deliberations on recommendation no. 2 from the GER Task Force (i.e., implementation of the GER) will continue.

At the end of the last meeting, we were in midst of a motion made by Allen Hunter.

Hunter: I yield the floor to Barbara Brothers.

Brothers referred to the handout at the back of the room (see bolded motion below) and started to make the motion that appeared on the handout.

(Larry Hugenberg raised a point of order: Is there not a motion on the floor that this motion is not related to? Morrison: There is an amendment on the floor. Hugenberg: An amendment that has been moved and seconded and that we are discussing? Is this an amendment to the amendment? Morrison: No, it is not. Hugenberg: Then I would move that we go back to the discussion of the amendment until it's resolved. Morrison: My brief glance at my copy suggests that this is a motion to refer to committee, which takes precedence over business on the floor. If you wish to return to the topic at hand, you should defeat the motion that is now being made.)

Brothers continued reading the motion. The entire motion follows:

I move to return the existing main motion on general education back to Academic Standards for the purposes of clarifying these and other issues and providing a plan or plans of implementation:

- 1. What is the responsibility of the academic departments (or in some cases colleges) for fulfilling general education goals within the major, and how is the department to be held accountable for satisfying that responsibility?**
- 2. Are writing, speaking, and critical thinking the only skills to be reinforced through specifically designated intensive courses, what are the criteria for such courses, and how will development and oversight for these courses be handled? How will we develop the skills that are not addressed through the mechanism of courses labeled intensive?**

3. **How are the matters of coherence? Breadth? and depth? to be addressed?**
4. **How do we assess that specified goals are being met under the general education model? Is the model suitable for assessment in an efficient and productive way?**
5. **Are general education courses to be designed specifically for the non-majors? Who is to evaluate whether general education courses are to be included in the major (and minor)? What do we do with required cognate (or service) courses now counted under general education?**
6. **Do we need an administrative structure for general education or only for parts of it? Should we separate course development from approval, as is true for our current structure? How do we effect continuing assessment of effectiveness and suitability of courses and the model itself?**

The academic standards committee is to report back as deliberations are proceeding, forming whatever subcommittees are necessary for its work, and proceeding with approval and implementation of completed pieces.

The motion was seconded, and discussion followed:

(Dan O'Neill raised a point of order: What is the motion to which this refers?)

Brothers: This refers to the existing main motion; it does not refer to the speech requirement.

O'Neill: But I thought we ended the last meeting with discussion about the speech requirement and that we would take it back up immediately after Singler's report. I find it strange to refer everything back to the committee when there is a motion before the house. We have waited quite a while to get back to the issue.

George McCloud: The motion before us is an *amendment* to the main motion. The action Dr. Brothers is referring to would cause us to refer the main motion back to the committee. Thus, we must dispose of the amendment to the main motion first.

Morrison: A motion to refer to committee refers all business at hand to the committee, including any amendments.

Jenkins [as parliamentarian]: *Robert's Rules of Order* states that a subsidiary motion to refer "[t]akes precedence over the subsidiary motions to *Postpone Indefinitely* and to *Amend*, and over . . . incidental motions . . ." [p. 141]. Thus, the motion to refer does take precedence.

Morrison: You would need to defeat this motion to return to the amendment on the floor at the end of the last meeting.)

Brothers: I would like to address the reasons for the motion, which refers to the problems of all of the amendments that have been brought up. There is strong feeling that the motion on general education blurs some matters that are of fundamental importance and that some of us need to have clarified.

First, for example, do department and college missions make a difference? On the one hand, we are told when we ask for faculty positions and equipment that we are to justify them according to department and college missions. The missions of A&S and FPA (and sometimes elsewhere) have traditionally had responsibility not only for whatever professional education they offer but also for general education. We think it is important that this matter be clarified before we proceed. Are we changing the missions of professional schools so that they share responsibility for delivering general education courses equally with us? This needs to be clarified before we proceed.

Second, some of us believe that when the North Central Association came in, they identified several problems with our current general education requirements. One was that we did not have any goals or measurable outcomes. We have now passed goals. We were also accused of having a market-basket approach with no coherence; we needed to relate the courses to goals. That is what a committee has been working hard at.

However, certain fundamental changes have occurred. Before, the system said the right to deliver certain courses belonged exclusively to certain departments and certain colleges. That may not be the best way to identify how general education courses should be done, but we could have chosen to wed the goals to those departments and to tell them to clean up their act. Some of us do not see how throwing general education course offerings open to everyone in the University does anything to address the market-basket approach. Since the goals are so general, it seems that the proposed program would create even less coherence than we have now. Many of us feel we need to do something about general education, but we need to be sure we are improving the matter for students. We need to produce something that has coherence.

On question 1, we do have agreement that we're all responsible for general education. That does not mean that we all have the same kind of responsibility for it. For example, if diversity is a goal, most of us would admit that a student cannot achieve it by taking one course. It is spread across the curriculum. So what part does the *major* have in delivering that? How do we hold departments and majors accountable for it? Is getting a course approved for general education the only mechanism? Speech is now under debate, but we have skimmed over computer technology with no reference to how we are going to measure it or what is appropriate. Those matters and mathematics need to be addressed with the same kind of care.

We do have means other than throwing it open to everybody for observing traditional disciplinary rigor in who teaches courses and how they are offered. Courses are cross-listed at this University, and faculty can be cross-appointed. If we want to open up and share and create fewer courses, with more sense of how they might meet the goals, there is a much better way to achieve that than simply saying that as long as your courses meet certain goals, they will count as general ed.

I am also very disturbed by the fact that we have had two different answers to questions. On the one hand, you ask if these courses are to be developed for non-majors, and they say "yes." On the other hand, you ask "Does x count?" and the answer depends on who is answering the question, but often the answer is "yes." A specialized course for majors in physics or adolescent psychology is not the same kind of course as one developed for non-majors. Those are questions that need to be answered. We (the faculty) are being asked to take a lot of time and effort to convert present courses into semester courses. We do not want to make things worse; nor do we want them to stay the same. We want them to improve. We need assurances up front that the

criteria and standards for doing so will produce what is worth the effort of making the conversion.

Brendan Minogue: I speak against this motion. It has been 10 years since North Central was here, and we have failed miserably to make a single change. Last year, this body accepted goals. They were not perfectly precise, but we wanted some ambiguity and open-endedness. The ASC has worked to try to produce an implementation system. We are in the middle of discussing it. I am not perfectly happy with it. But we have to make some changes, or I think we will be a laughing stock. I don't want the *Vindicator* to say North Central told us ten years ago that we had to make changes and we failed to do it. I recommend that we continue slugging away with this admittedly very human proposal that is coming out of Academic Standards and get on with it.

Barger: I agree with Dean Brothers that we need to clarify "these and other issues." A number of issues in the GER document have not yet been addressed on the floor of the Senate. But if the committee is to clarify these issues, it needs to have a clear view of what these other issues are. I suggest that the Senate Executive Committee come back with a recommendation about how this proposal to refer would be implemented in a manner that would satisfy Dr. Minogue's objections and those of some others.

Tom Shipka: I agree with Dr. Minogue that we need to defeat this motion. History moves in strange ways. Barbara Brothers started out enthusiastically to launch this curricular reform, and I was skeptical. Now, she is deeply skeptical, and I am more hopeful. I listened to the laundry list of clarifications that is to be sought, and I suspect we would reach consensus in 2010 or so if we were to pursue her motion. Many of the points she raised deal with implementation, which is in the second part of the GER Task Force report. The ASC has said it will deal with implementation later. Frankly, I do not see the motion as prompted by a search for answers; I think it is a poorly disguised act of genocide. It will kill general education reform in the short term and delay it significantly for a long time. I recommend we continue, amend, clarify, and hope that the ASC will report to us soon about implementation. After we have all had a say, then we can vote up or down on the entire package. We can go back to the drawing board if necessary then.

Genevra Kornbluth: On behalf of the ASC, I also speak against Dr. Brothers's motion. It raises some excellent issues, some of which we have grappled with. There are various ways to grapple with some of them. But she is asking the ASC to go back to the beginning, to look at things she and others do not think the General Education Task Force looked at in sufficient detail. The ASC has discussed the extent to which it should do so. As a committee, we feel we are not here to re-do from scratch the work of the other committee. We are here to examine the task force proposal and bring up standards issues. We will continue to do that, especially on matters of implementation involved in recommendation 2, which has not yet come before this body as a formal motion. Whatever we come up with may ultimately be rejected, but at this stage we cannot go back to square 1, unless the current document is found by the majority of the Senate to be entirely irredeemable. We are not in a position to go back to ground 0—though some of your points are excellent and need to continue to be debated in this body, in the committee meetings, and elsewhere.

Jenkins: The two previous speakers raised some excellent points. I would like to comment on the time factor. Some will accuse me of raising it to hustle GER along. But we are committed to a change by the year 2000; by then, semester conversion and GER should both be in place. If we do not finish GER by then, we will have a mess.

Referring everything back to committee will delay implementation considerably. It takes a great deal of time to consider all of these areas and come up with new motions. Those who are discontented should come up with amendments and motions in the present system, and we can discuss them and approve or defeat the motions. Some questions need to be resolved by hearing what the Senate has to say. The ASC needs to know what people in the Senate think. Amendments can still be offered. Amendments that have been posted in the Senate need immediate consideration if we are to finish with motion 1. Then, if there are hanging questions, we can ask the new committee or structure to consider them and bring them back to the Senate when appropriate. We need a model and a committee to get going if we are to implement GER by 2000. The appropriate way is to move forward, with the Senate controlling the discussion.

Hunter: I speak for the motion, though I think the proposed model is good. My concern is that the model is separated from governance. The mass of us have no idea what the governance would look like and thus have fears. The advantage of referring the model to committee is that the committee could give us at least some *preliminary* idea of how governance will be implemented. Then, we could look at the rest of the model in context.

Brothers: In all fairness, I would like to say that I am a little more straightforward than Dr. Shipka. If I had wanted to kill GER, I would have made a motion to table, which is how to kill the process.

I am still very *much* concerned about what we produce in general education. The issues I mentioned are real for a number of individuals. I resent the idea that, after three years, we do not know how these multiple motions relate to the whole. The committee could bring forward pieces that would make some sense, and we could move on faster than by voting simply because we are exhausted. For example, if writing-intensive courses can be in foreign languages, which may be fine, that does not address what I understood as the need for writing-intensive courses. I thought employers wanted our students to be better speakers, writers, etc. I did not know this included in a foreign language. This motion is *not* an effort to kill general ed or to bring back up items that we seem to have consensus on. It is to get clarification on other issues from the committee before we have to decide things totally in isolation.

Someone moved the previous question. The motion was seconded, and the motion to close debate passed.

A vote was taken, and the motion to refer to committee was defeated.

ADJOURNMENT: Bill Jenkins moved that we adjourn and meet again in two weeks. The motion was seconded, and the meeting adjourned at 5:35 p.m. There will be a special meeting of the Senate on April 22.