

Report to UFC, CAS Senate, COB Faculty Senate, and College of Education Faculty

Draft of Minutes of the Meeting 9/14/2011 University General Education Committee

Call to Order: 4 PM in 313 Jepson

Attendance: Dianne Baker, chair; Jim Gaines, sec.; Nora Kim; Richard Finkelstein; Carole Ann Creque; Kavatus Newell; Susan Colbow; Rita Dunston; Taiwo Ande; JoAnn Schrass; and the following assessment subcommittee conveners: Gwendolyn Hale (WI), Holly Schiffrin (HES), Gary Richards (EL), Kevin McCluskey (ALP), Debbie Hydorn (QR)

Approval of Minutes: Minutes for the 4/6/2011 and 8/23/2011 meetings were approved with the spelling changes as distributed.

Old Business:

Gen Ed Assessment

Taiwo Ande gave the committee a presentation of the progress so far with assessment procedures; in answer to a question from the committee, he stated that the committee is being kept “in the loop” regarding assessment steps, but does not have to approve them prior to implementation, since his office is acting in that capacity.

Kevin McCluskey reported on steps taken so far by the ALP subcommittee. They have deliberated on what needs to be measured in terms of performance and appreciation and which courses are most appropriate to be included in the initial assessment; in most courses, it appears likely that this will take the form of a final project assessment, with individual professors performing the first round of evaluation in Fall 2011 in a sample selection of sections

Gary Richards distributed a handout with the five specific areas identified by his subcommittee as a focus for this fall’s assessment in Experiential Learning.

Debbie Hydorn presented the progress thus far in the area of Quantitative Reasoning. Taiwo Ande suggested that a sampling system be used in the initial assessment; dept. chairs will decide which sections will participate in the pilot stage; there is a need for further guidance for the future of Spring 2012; the subcommittee will further discuss what steps are necessary in this regard.

Gwendolyn Hale stated that 4 criteria have been identified by her subcommittee (handout was distributed) and these are waiting for final approval by the WI university committee; pilot assessment will be based on the adopted scoring scale (explanatory handout distributed); a “shotgun” approach will be used to select pilot assessment sections.

Jim Gaines reported that the Foreign Language subcommittee has started to consider an SLO statement and a meeting with personnel from the Greek and Latin programs will be organized to look for common ground.

Holly Schiffrin presented a handout and report from the HES subcommittee on their work so far.

A handout from the Speaking Intensive assessment subcommittee was distributed and will be discussed further when they present a viva voce report.

New business:

Action on applications of courses for Gen Ed designation: the proposals for the following courses were considered: MUPR344F (ALP-P), MUPR 344G (ALP-P), HISP 467 (EL) and HISP 470 (EL). All were approved unanimously.

A discussion was held on the proposed change to the HES section of the Gen Ed requirements developed by the Gen Ed committee and approved by the Senate last spring, as well as a subsequent motion to revise this change (handout of motion by M. Mathews, CPR). After considerable discussion, it was decided that the change originally developed by the college Gen Ed committee is more consistent with the original intent of the HES requirement while still meeting the SACS general education requirements. It was agreed that this proposed change should be submitted by the University General Education committee as a motion to the University Council for consideration at the Oct. 11 meeting (Motion is attached, below).

A discussion was conducted of informal (e-mail, oral) requests by multiple students for Experiential Learning credit for the European Capitals course offered under study abroad. It was pointed out that written request must be submitted prior to the Gen Ed committee meeting in order to be considered. It was further stated that students have numerous ways to become familiar with the procedure for pre-departure approval of EL credit for such courses and that none of the students involved appears to have taken advantage of that requirement. Also, courses need to be approved specifically by the committee before EL credit is extended automatically to all students in a Study Abroad course. Some members stated that retroactive abandonment of this principle would not set a good precedent. Further discussion was deferred pending possible written submissions in the future.

There being no further business, the meeting was adjourned at 5:30 PM

Respectfully submitted,

Dianne Baker, Chair of the University General Education Committee

Motion to modify how students satisfy the Human Experience and Society general education requirement

MOTION: The Members of the University General Education Committee move the University Faculty Council consider the following modification to the general education curriculum. The motion would change the existing description of how the Human Experience and Society requirement may be met by adding new language shown in bold type:

Human Experience and Society: Two courses from two different disciplines that explore the forces shaping human activity, relationships, social structures, institutions, and intellectual systems. **At least one of the courses taken to satisfy this requirement must be selected from one of these disciplines: Anthropology, Economics, Geography, Linguistics, Political Science, Psychology or Sociology.**

It is further moved that this change go into effect with the publication of the Fall 2012 academic catalog.

RATIONALE: This motion is a result of a concern brought to the General Education Committee by Tim O'Donnell who is serving as the SACS Compliance Certification Chair. SACS sets forth general education standards within SACS Core Requirement 2.7.3. which reads as follows:

"In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.(General Education)"

The concern focuses on the course required from the social/behavioral sciences category. Our Human Experience and Society general education category is very broadly defined and includes approved courses from disciplines widely acknowledged to be within the social/behavioral sciences, such as Anthropology and Psychology, as well as courses from disciplines that are not, such as Art History, Classics, Math, and Theatre, for example. The members of the University General Education Committee concluded that since it is possible for students to satisfy our current general education curriculum without taking a course from a generally recognized social/behavioral sciences discipline we would be vulnerable to a judgment of "not compliant" with SACS Core Requirement 2.7.3. at the time of our reaccreditation. This motion addresses this concern by requiring that students take a minimum of one course from a discipline that has been classified by the U.S. Department of Education as a social science discipline. (A full listing

of all programs that have been classified within the social sciences may be found at the following web site for the National Center for Education Statistics Classification of Instructional Programs: <http://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=45> .)