

# General Education Council

2020-2021 Academic Year

## Agenda, for the meeting on Tuesday, September 22, 2020, via Zoom, 3:30 P.M.

1. Call to order
2. Review and approve the minutes of the previous council meeting – **See Attachment A**
3. Remarks by Co-Chairs – Dean James Mike, Dr. Kirk Moll
4. Old Business
  - a. Reports from our Standing Committees
    - i. Assessment (Dr. Debbie Gochenaur) - **See Attachment B**
    - ii. Budget (Dr. Carrie Sipes)
      1. Grant application (Cella, Burg, Thompson UNIV101/FYE) – **See Attachment C**
    - iii. Report from UCC (Dr. Kate Shirk)
    - iv. Program Committee (Dr. Shirk) – **See Attachment D, E**
      1. For information and discussion – Draft of GEC Policy for Semi-Annual General Education Program Revision – **See Attachment F**
    - v. Entry Year Experience (Dr. Steve Burg & Dr. Laurie Cella)
5. New Business
6. Announcements
7. Call to Adjourn

## MINUTES

General Education Council, 3:30 pm, August 25, 2020, Zoom Conference Meeting

- I. Dr. Moll called the meeting to order at 3:37 pm. Attendance at the meeting included: K. Moll, S. Bergsten, D. Girard, S. Seberg, C. Sipes, B. Wentz, S. Burg, L. Cella, A. Vassallo, A. May, R. Lesman, K. Shirk, B. Ulrich, J. Mike, K. Weikel, M. Knight, K. Lorenz, W. Kubasko, M. Greenberg, C. Huo, N. Goates, D. Gochenaur, J. Clements, J. Sanders, J. Smith and S. Bergsten.
- II. Dr. Clements motioned, seconded by Dr. Shirk to approve the April 23, 2020 minutes. All were in favor of the minutes and the motion passed unanimously.
- III. Dr. Moll welcomed committee members back to the new school year and welcomed the new General Education Liaison (GEL), Dr. Shirk. Dr. Moll reported that the Faculty Co-Chair and the new GEC Liaison position are being supported with  $\frac{1}{4}$  release time spread over the academic year. In the past, the Faculty Co-Chair position has received  $\frac{1}{4}$  release time per semester. The same level of support had been requested for the GEC Liaison position. Dr. Mike welcomed everyone back and recognized the cut back for GEC and acknowledged the budget impact to other programs, departments. Dr. Mike recommended that Dr. Shirk keep track of the time she spends collaborating with other programs and across departments to provide data to support the need for increased release time. Dr. Mike thanked the committee for engaging in the work. Dr. Moll congratulated Dr. Mike on his new position.
- IV. Old Business/New Business
  1. Program Committee – Dr. Shirk shared that calibration meetings were delayed in the Spring due to COVID. Groups F and G are the next scheduled meetings by September 30<sup>th</sup>. The next groups will be SE and R are scheduled to meet during this Fall. Dr. Shirk stated that the committee will also be discussing the process for GEC adjustments, etc.
  2. Budget Committee – Dr. Sipes shared that the budget for this current year - \$38,643.40 which includes money earmarked for Dr. Greenburg's trip (cancelled due to COVID). Dr. Sipes shared that the committee will be meeting to discuss the timeline for applications to be implemented for Spring 2021.
  3. First Year Experience – Dr. Burg shared that he and Dr. Cella are looking forward to the work of the FYE sub-committee, planning to focus on diversity this year. 67 sections of UNIV 101, 14 are fully online. There are 10 less sections of UNIV 101; however, there are now 22-23 students in the sections. In terms of first year students, there are additional challenges in making friends in a social distancing context and course delivery (either location for courses and/or online learning). FYE is working to find ways to help student connect to one another in safe ways. Dr. Cella shared that the UNIV 101 faculty are reporting that they are having success connecting with students. It is not perfect, but it is going better than anticipated. Dr. Cella shared that Javita reported that the peer anchors are doing well and connecting to their faculty as well.
  4. Assessment Committee –
    - I. Proposal to Suspend CLA+ Testing - Dr. Gochenaur shared that the committee is making a proposal to suspend CLA+ Testing be suspended for

two academic years, to restart fall 2022. Discussions occurred related to whether a lack of data would impact decision-making in the future, impact on students, bias of data set, getting a large enough sample size, funding and the lack of personnel for the testing center. Dr. Shirk proposed a friendly amendment to suspend testing this year to restart in Fall 2021. All were in favor and the amendment passed unanimously.

- II. Discussion Concerning General Education Assessment for Fall 2020 – Dr. Gochenaur shared that data must be collected this Fall, but there are questions about how to do so. Dr. Moll suggested that an email be sent out to the full GEC membership to gather feedback and ideas about how to gather data this Fall. This may lead to brainstorming meetings to discuss how data will be collected. Dr. Gochenaur stated that the assessment committee will reach out to the departments to get information to determine which ones might struggle to gather data and bring this information back to GEC.
- V. Announcements – Dr. Moll reminded everyone that we need to appoint people to a sub-committees. Please send Dr. Moll an email with a subject heading GEC Volunteers and your preference for a sub-committee.
- VI. The meeting adjourned at 4:40pm.

Minutes submitted by Dr. Wendy Kubasko

Minutes of the Meeting of the GEC Assessment Committee  
September 7, 2020

Members present: Debbie Gochenaur, chair, Kirk Moll, Dudley Girard, Kim Weikel, Rob Lesman

Meeting convened at 12:00 p.m.

1. Kirk Moll attended to thank everyone for their service.
2. CLA+ process was discussed, including that there is an upcoming meeting about whether the administration of that exam would be better housed in the University Assessment Committee since the data is used more broadly than at just the General Education level.
3. The committee welcomed new member Kim Weikel.
4. Debbie updated the committee on her communications with data coordinators for departments. Difficulties at this point include non-responses from data collectors slowing down the process.
5. Debbie reviewed and explained committee functions and procedures.
6. This semester we will go into Qualtrics to enter data from fall 2019. Debbie will update list of contacts for each Assessment Committee member.

Meeting was adjourned at 12:40 p.m.

Respectfully submitted,

Rob Lesman

## GENERAL EDUCATION GRANT

**INSTRUCTIONS PAGE**

The purpose of General Education (GE) Grants is to support projects, events, and other activities that advance the objectives of the GE program. This includes off-campus excursions, on-campus performances, events highlighting the work of GE students, and other projects related to the GE curriculum.

**SUBMISSION INSTRUCTIONS**

Grant applications are due by 11:59pm on the 15<sup>th</sup> of each month starting in August and ending in April, or until funds are exhausted. This will ensure that the General Education Council's (GEC) Budget Committee has adequate time to review the applications before the next full GEC meeting, held on the last Tuesday of each month. Applications received after the 15<sup>th</sup> will be considered during the following review cycle.

Direct any questions and submit grant applications (with supporting documents) to the current GEC Budget Committee Chair, **Carrie Sipes**, [casipes@ship.edu](mailto:casipes@ship.edu).

**GRANT APPLICATIONS**

In order for review by the Budget Committee, submitted grant applications must contain the following items:

- Information and Summary Page: Please provide the requested information and submit a written summary of what the grant is for and what you are requesting. The summary should provide a clear description of the project/event and how it advances the learning objectives of a specific Program Goal. We also suggest describing an assignment that students will complete after participating.
- Budget Page with Supporting Documents: Complete the budget page and for each item listed, provide a written estimate from the vendor. Your proposal will **not** be evaluated without supporting documents.

The Budget Committee will review your grant based on the criteria in the evaluation rubric (see final page).

**GRANT POLICIES**

- Receipts must be retained and submitted for reimbursement to your department/office secretary
- Retroactive funding can be granted up to 30 days after your event
- Faculty teaching GE courses may submit one proposal per semester
  - If multiple faculty are contributing to the same project, please submit a joint application
- Grant awards are limited to:
  - \$1,500 per GE class section (e.g., two sections of a class going to a museum are limited to \$3,000)
  - \$2,000 per project/event that encompasses multiple GE courses
  - Please note that partial funding may be awarded as the GEC nears the end of its allotted funds
- If your project/event is funded, you must submit a final report to the GEC Budget Committee Chair by the end of the semester that the project/event is held. This report should summarize the event and assess its impact on student learning. Specific guidelines will be provided with the award letter. If a final report is not submitted, you will not be allowed to apply for another GE grant until the report is received.

## GENERAL EDUCATION GRANT

# INFORMATION AND SUMMARY PAGE

Title of Project/Event: No-No Boy Online Concert and Moderated Discussion

Date of Project/Event: October 12 or 13th

Your Name: Laurie Cella, Steve Burg, & Javita Thomspson

Department: First Year Experience

Email: ljcella@ship.edu

Phone: 717-448-3561

General Education Program Goal Supported: UNIV 101 is one of the Foundations Courses, and this event will support TWO Learning Outcomes in particular: **Promote Civic Responsibility & Practice Civility in a Diverse Society**

List the GE course(s) and sections you are teaching (or will teach) that this proposal is for: This event will be VIRTUAL and a Zoom link will be provided to ALL UNIV 101 students.

If the project/event is open to the entire campus, list any additional students/populations who may be interested in attending:

Total Amount Requested: **\$1,500**

## PROJECT/EVENT SUMMARY

In your project/event summary, please include: (1) a clear description of the project/event, (2) who will or can participate (e.g., students of specific courses, open to campus community), (3) how it will support the learning objectives of the specified GE Program Goal, and (4) if there are any assignments associated with this project/event. You may start writing in the space below (continuing onto new pages as needed) or attach the summary as a separate document.

### Part 1: Description

#### Online concert with a Question and Answer and a Moderated discussion

Julian Saporiti will record a concert, and then during the virtual presentation, he play this recorded concert, and then he would offer a live question and answer session. Julian and Erin are happy to talk about a range of topics about citizenship, race, history, imperialism, narration, and verse that we frequently cover in our classes. No No Boy has also expanded their focus to the detention of immigrants by ICE. Recently, the No No Boy Project conducted a residency at the University of Colorado entitled, "Transforming Scholarship into Song."

- Here is a description of the performance from the No-No Boy Project Website: "**No-No Boy** is an immersive multimedia work blending original folk songs, storytelling, and projected archival images to illuminate hidden American histories. Taking inspiration from his own family's history living through the Vietnam War, as well as interviews with World War II Japanese Incarceration camp survivors and other stories of Asian American experience, Nashville born songwriter Julian Saporiti has transformed years of

## GENERAL EDUCATION GRANT

doctoral research at Brown University into an innovative project bridging a divide between art and scholarship. By turning archival study and fieldwork into a large repertoire of folk songs and visuals Saporiti has been able to engage audiences with difficult conversations through song and storytelling, performing with a revolving cast of collaborators everywhere from rural high schools and churches to New York City's Lincoln Center.”

- Here is a description of a live performance last year in Colorado:  
<https://cuindependent.com/2019/10/12/no-no-boy-grusin/>
- Here is a sample of the music that they perform:  
<https://www.youtube.com/watch?v=83eAPg8IUjA&feature=youtu.be>

### Part II: Who Can Participate?

We can advertise this event to the entire campus, but we will advertise heavily to the UNIVERSITY 101 students. Each faculty is required to offer TWO campus events for students to attend, and this event, centered on diversity and citizenship, would be a perfect event for 101 faculty to share with their students. We currently have 1200+ first year students taking UNIV 101.

### Part III: How Will This Event Support The Learning Objectives?

The purpose of the No-No Boy Concert is to support the goals and objectives of the first year seminar course. Two specific areas will be our primary focus.

#### 1. GOAL: Promote Civic Responsibility

**OBJECTIVE: Student identifies the values and responsibilities associated with being part of a community, and the importance of civic engagement, leadership, and service.**

- By attending this virtual concert and Q and A, students will be introduced to the importance of voting and participating in their democracy, especially during an election year.
- Both the music and the presentation highlight the importance of a participatory citizenship. The folk music itself asks students to re-see Asian American experiences, especially the internment camps, from the lens of an informed and active citizen.
- The No-No Boy Project is focused on a clear mission of voter registration and voter participation. If we can arrange this visit in time, it would be a wonderful opportunity to help our students register to vote in the coming election.

## GENERAL EDUCATION GRANT

### 2. GOAL: Practice Civility in a Diverse Society

**OBJECTIVE:** Student engages with the concepts of diversity and universality, and employs the skills to live, work, and interact as part of a diverse community.

- By attending this presentation, students will gain a deeper understanding of the Asian American experience in America, as well as the internment camps that were on American soil during WWII. The No-No Boy project continues to interrogate internment camps, and spent time at the camps that exist on the US/Mexico Border.
- The value of this experience is that it combines activism with artistic expression. The music lyrics and activism that will appeal to college students.

### PART IV: Assignments

Students who attend the session have the option of completing a Campus Event Reflection in order to receive credit for attending the event. The format of this assignment is standard across all UNIV 101 sections. For more information, please see the included assignment:

- First Year Experience: Shared Assignment, Campus Event Reflection

## GENERAL EDUCATION GRANT



### **Shared Assignment: Service Learning or Campus Event Reflection**

#### **→ WRITING PROMPT:**

Within one week of completing your service-learning activity or campus event, you should complete this reflection assignment. Aim to write 350-500 words and a three paragraph essay. This assignment will ask you to respond to three questions:

#### ***Paragraph 1: What? Focus on:***

- What happened at the event or service project? What was the topic or purpose?
- If this was a project, what was it seeking to accomplish?
- What did you notice about the event or activity? Did anything surprise you? If so, what?
- If this was a service project, skills and/or knowledge did you bring to the project or event?

#### ***Paragraph 2: So What? Focus on:***

- What did you learn from this event or program?
- Why was this event or activity important?
- How did the event or service project connect to topics or themes covered in class?
- How did you benefit from attending this event? How did participating or attending connected to your personal and/or professional goals?

#### ***Paragraph 3: Now What? Focus on:***

- How will attending this event cause you to think or act differently in the future?
- After attending this event, what would you like to learn more about related to this topic?
- If you participated in a service project, how did your understanding of the community change because of your experience?
- If you could do the project or attend this event again, what would you do differently?

#### ***At the end of your paper:***

If you are attending a lecture or talk, be sure to stay until the end of the presentation--including the question and answer period. Please write down a list of all questions asked by the audience.

GENERAL EDUCATION GRANT

**BUDGET PAGE**

For each item, attach a written estimate from the vendor or a supporting document (such as an email message) that outlines the cost. Additionally, if you are requesting less than the total amount, please state where the remaining funds are coming from.

**ITEMIZED BUDGET**

	<b>Item</b>	<b>Cost</b>	<b>Quantity</b>	<b>Amount</b>
1	No-No Boy Project Music and Q and A presentation	\$ 1,500		\$ 1,500
2		\$		\$
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$

**TOTAL AMOUNT OF PROJECT/EVENT: \$1,500**

**TOTAL AMOUNT REQUESTED: \$1,500**

## GENERAL EDUCATION GRANT

### Budget Documentation: Email from Julian Saporiti

**From:** "Saporiti, Julian" <julian\_saporiti@brown.edu>

**Date:** Tuesday, August 11, 2020 at 9:39 PM

**To:** "Zumkhawala-Cook, Rich" <RiZumk@ship.edu>

**Subject:** Re: PA Connections for fall 2020

Hi Rich,

Good to hear from you my friend. I hope you're doin alright!

I have been asked to do a number of online things for this school year and this is how it has shaken out numbers wise:

**Online concert + q and a / moderated discussion 1500+**

**this entails me recording a concert beforehand which takes some editing and a few days. The q and a follows and would be live. I'm doing a few residencies where I check in with several different classes over the course of the semester, mostly concerned this year with history of race, immigration in America as well as different approaches to academic work, especially using online archives to do multimedia projects in this year off distance learning.**

For a regular online talk with minimal, not produced live music it's 500 and the students listen to records or watch stuff from no no boy before hand that are available on the website.

I'm glad to hear from you and am happy to "return" to work with your students. Please encourage them to vote!

Best,  
Julian

GENERAL EDUCATION GRANT

**GRANT EVALUATION**  
**COMPLETED BY GE BUDGET COMMITTEE**

Date of Submission:	Date of Evaluation:
---------------------	---------------------

Required Elements	Complete proposal?	Linked to GE Program Goal?	Itemized budget?	Supporting documentation for all budget items?
	Yes/No	Yes/No	Yes/No	Yes/No

	2 – Excellent	1 – Adequate	0 – Poor	Rating
<b>Quality of Application</b>	Clear and detailed description of project/event; All information provided; Free of typographical errors	Clear but general description of project/event; Details missing; Contains a few typographical errors	Unclear what project/event is; Information missing; Contains several typographical errors	
<b>Relevance to General Education</b>	Clear that proposed project fits with specified Program Goal; Explains how project connects to specific learning objectives	General links to Program Goal made; Connections with specific learning objectives not clear	How project fits with Program Goal not explained; Connections with learning objectives absent	
<b>Students Impacted</b>	Open to campus community or students across different GE courses; Students from different disciplines could benefit	Open to students across different GE courses or multiple course sections	For students in one section of one GE course	
<b>Project/Event Budget</b>	Budget for project is reasonable; Costs are essential and relevant to project	Budget is generally reasonable; Some costs not essential or relevant to project	Budget unreasonable given the project; Many expenses are not essential	
<b>Assessment of Student Learning</b>	Requires student assignment based on participation in project; Assignment described clearly and fits with project	Requires student assignment based on participation, but not described clearly or does not fit with project	Student assignment not required	
<b>Comments</b>				
	<b>TOTAL</b>			

**Recommendation:** Approve / Do Not Approve

GEC Program Committee  
April 2020 Minutes: Email Votes

Via email on April 8, 2020, ULRICH motion to approve the March 3, 2020 minutes with some additional detail mentioned by BERGSTEN two days previously. SHIRK seconded, and the motion passed unanimously, mostly during April 9, 2020.

ULRICH also motioned on April 8, 2020, that we postpone calibration meetings until the fall. SHIRK seconded, with the friendly amendment that these be completed by September 30, 2020. The motion as amended passed unanimously, mostly during April 9, 2020.

From April 17-19, 2020, the committee considered a proposal to begin offering EEC 273: Introduction to Exceptionalities as a general education course. CLEMENTS motion to recommend approval pending the additional of specific learning objective language, and WENTZ seconded. The motion passed unanimously. The committee received a syllabus with the requested language added on April 20, 2020.

**Minutes**

Program Committee of the General Education Council Meeting, 5/5/2020, 3:30 pm, ZOOM

The meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Program committee members, Sherri Bergsten, Michael Greenberg, Brian Wentz, Jen Clements, Margaret Lucia, Kate Shirk and Kirk Moll.

1. Minutes from April 2020: Margaret Lucia moved to approve with second from Brian Wentz. All were in favor.
2. UCC/GEC Process (attached handout: “The Need to Formalize the Process of General Education Revision” )
  - a. Committee discussed at length the process and timeline for approval of new general education courses into the program. The suggestion was made to try a once per semester course review combined with a program revision proposal, as outlined in “The Need to Formalize the Process of General Education Revision” included with the April GEC agenda.
  - b. Points for consideration beyond what is already laid out in the above document include how to handle existing versus brand new courses (encouraging use of 190s), and mechanism for modification of Gen Ed revision proposals in cases where some course proposals are supported and others are not by any of the reviewing bodies.
  - c. Kirk Moll and Kate Shirk will prepare a draft policy document on Gen Ed Revision for discussion at the first GECPC meeting of the Fall 2020 semester (during the week before classes start), with the intent to bring a recommendation to the first GEC meeting of the Fall 2020 semester.
  - d. May want to incorporate some of the previously tabled items related to Gen Ed Revision (see attached “A Culture of Periodic Program Revision” draft from Fall 2018).
3. Need to establish a regular schedule of updates to the Gen Ed handbook. If all items being added to the handbook have previous approval then the updating of the handbook itself should not require a vote.
4. Need to ensure Gen Ed related changes to UCC policy, including Gen Ed prerequisite policy, are included in both the UCC manual and the General Education Handbook (see attached UCC Policy Revision May 2018). Need to confirm that current gen ed courses are in compliance with the prerequisite policy. Sherri Bergsten will follow up on this.

Respectfully submitted,  
Jen Clements and Sherri Bergsten  
GEC-PC Program Committee

DRAFT Version 5/5/2020

## **The Need to Formalize the Process of General Education Revision**

Since the adoption of the new general education curriculum, there has been a strong working relationship between the General Education Council (GEC) and the University Curriculum Committee (UCC). From the beginning, UCC has shown itself to be flexible, in order to meet the demand of some 190+ courses entering the new general education program. Key to this process has been the working agreement that GEC would, throughout the academic year, send courses which it has approved to UCC for their consideration and approval. These course changes would be summarized in an annual general education program revision. With the increased emphasis in the past year on the necessity by UCC that all significant changes be accompanied by a program revision, it has highlighted the need to formalize the working arrangement that has existed between UCC and GEC.

The General Education Council, in collaboration with the University Curriculum Committee, as its first order of business in the Fall 2020 semester, will develop a comprehensive plan and timeline for course and program revision. Currently, these are some of the key issues/elements:

1. A major value of the new general education program is that it replaced the piecemeal, one course at a time approach of the old program with a programmatic review process.
2. There should be a university-wide standard that course approval and program revision are necessarily linked together, with a clear definition of what constitutes a program level change.
3. Waiting for UCC approval of general education courses until an annual program revision is complete has sometimes resulted in an unacceptable length of time for courses to get general education approval.
4. Courses entering the general education program should be carefully reviewed at a program level to understand the impact on other general education courses and the program overall.
5. To meet these three shared values, GEC will explore various options. The following are some possibilities:
  - a. Consideration of a semi-annual or annual general education program revision schedule in which courses approved in each revision period would be sent to UCC as a program revision
  - b. Organizing a schedule of course approval, which divides the work between the GEC Program Committee and an enhanced role for the whole General Education Council
  - c. For example, the Program Committee would receive course proposals seeking to gain general education approval. The committee would work with departments to refine these proposals to meet best practices of integrating the appropriate general education learning objectives into the proposals prior to making recommendations for inclusion in the program.

- d. The Program Committee would send these proposals for programmatic review to the General Education Council, once each semester (i.e. October and March), or once each academic year (i.e. October).
- e. These once a semester or annual GEC meetings would focus almost exclusively on course and program revision and might follow the UCC model in which representatives of each new course would present their proposals with robust discussion by the whole Council membership.
- f. The new General Education Liaison position would play a key role in these discussions as this faculty position will have direct access to information concerning seat analysis and load distribution that can inform the continued incorporation of new courses into the program.
- g. The General Education Liaison and Faculty Co-Chair would bring these courses and program revision to UCC once a semester (i.e. November and April), or once each academic year (i.e. November).
- h. Any courses approved since the last revision in 2019-2020 would be incorporated into the Fall 2020 revision proposal, and from that point forward we would have a single opportunity for addition of courses to the general education program each semester or each academic year.

## **A Culture of Periodic Program Revision**

Our General Education Program is now an evolving program. This section presents policies for adding or removing courses to the Program, for proposing changes to the rubrics used to assess student learning, and for adding or removing program goals.

### *Process for departments and programs to add, alter, or remove courses from the General Education Program*

1. A department or academic program must submit a new course or course revision proposal to the UCC no later than the end of September using the UCC's new General Education Course Proposal form. It will be understood that any proposed change cannot take effect until the following Fall semester.
2. As per normal practice, the UCC will make all general education-related proposals available to the GEC for review.
3. The GEC's Program Committee will conduct reviews on a rolling basis, present each proposal to the GEC, and move are commendation so it can be discussed and voted upon.
4. Once a year, the GEC's Program Committee will use all the GEC-approved changes to build one General Education Program Revision proposal.
5. Consistent with the UCC's and Registrar's Office's recommended timeline, a General Education Program Revision proposal must be brought to the floor of the GEC no later than its October meeting and must be submitted to the UCC for approval no later than the final UCC meeting of the fall semester. This timeline allows for all changes to be included in the materials shared with students before they choose Fall courses during Spring scheduling.
6. All changes approved by the UCC will be reflected in a new edition of this handbook.

### *Process for proposing changes to the university's rubrics*

1. Any member of the GEC may suggest changes to the assessment rubrics. Departments, academic programs, deans, and students should offer their suggestions via a representative to the GEC at a regular GEC meeting.
  - a. For minor wording changes to the student learning objectives or levels of competency that do not affect the program goals, the GEC's Program Committee will bring the proposed changes to the GEC for a discussion and vote. All approved minor changes will be reflected in a new edition of this handbook.
  - b. Major revisions, particularly those that affect other departments or programs or our ability to accomplish our general education goals, will be evaluated carefully by the Program Committee and considered once per year during the GEC's November meeting. Any changes approved by the GEC will be included in the GEC's annual General Education Program Revision proposal and submitted to the UCC for review.
2. Any changes approved by the UCC will be reflected in a new edition of this handbook.

### *Process for proposing changes to university's General Education Program Goals*

1. Any member of the GEC may suggest changes to the University's General Education Program Goals. Departments, academic programs, deans, and students should offer their suggestions via their representative to the GEC at a regular GEC meeting.
  - a. All such suggestions must be supported by accompanying documentation that includes a statement for why the proposed change is needed; an accompanying rubric that shows three corresponding student learning objectives and five corresponding levels of competency; and evidence-supported claims for how the proposed change will improve the General Education Program.
2. The GEC will consider all suggested changes to University's General Education Program Goals every four years during its periodic Whole Program Review (see Table 7 on p.31). Approved changes will be used to develop and submit a major program revision proposal to the UCC.
3. Any changes approved by the UCC will be reflected in a new edition of this handbook.

## UCC 17-213 Revised General Education Policy:

- General Education courses can be offered at any level, 100-400, keeping in mind that prerequisites should be consistent with the policy that students can only count 2 courses from the same academic program toward their general education requirements.
- Courses specified as directed general education cannot double count as credits toward a major, therefore programs must determine and communicate clearly with the registrar's office how a given course will count for their majors. This directed general education policy only applies to majors, not minors.
- General Education courses should be able to meet the objectives for the program goal as laid out by the General Education Council. Sponsors must provide a plan to assess the course in terms of its effectiveness in meeting the objectives outlined in the appropriate rubric.
- Sponsors should distribute the Summary Sheet to Chairs of departments currently offering classes in the same program goal. Summary Sheets should also be distributed to appropriate Deans. Departments that disapprove would have to make the case that the new course would significantly change their own enrollments or that the course would not meet the objectives outlined in the appropriate rubric.

## Approved revision to UCC 17-213

- General Education courses can be offered at any level, 100-400, keeping in mind that prerequisites should be consistent with the policy that students can only count 2 courses ~~from the same academic program~~ **that use the same prefix** toward their general education requirements. **Courses that require more than one general education course from the same prefix as prerequisites violate this policy.**
- Courses specified as directed general education cannot double count as credits toward a major, therefore programs must determine and communicate clearly with ~~the registrar's office~~ **UCC, through a program revision proposal if necessary**, how a given course will count for their majors. This directed general education policy only applies to majors, not minors.

## Policy for Semi-Annual General Education Program Revision

Since the adoption of the new general education curriculum, there has been a strong working relationship between the General Education Council (GEC) and the University Curriculum Committee (UCC). From the beginning, UCC has shown itself to be flexible, in order to meet the demand of some 190+ courses entering the new general education program. Key to this process has been the working agreement that GEC would, throughout the academic year, send courses which it has approved to UCC for their consideration and approval. These course changes were summarized in an annual general education program revision. With the increased emphasis in the past year on the necessity by UCC that all significant changes be accompanied by a program revision, it has highlighted the need to formalize the working arrangement that has existed between UCC and GEC. The timeline for when an approved course becomes part of the general education program needs to be clarified, and the program revisions need to occur with reasonable frequency.

A major value of the new general education program is that it replaced the piecemeal, one course at a time approach of the old program with a programmatic review process. Waiting for UCC approval of general education courses until an annual program revision is complete has sometimes resulted in an unacceptable length of time for courses to get general education approval. Departments or programs seeking a more streamlined approval for addition to the General Education Program are encouraged to submit new courses as 190 course proposals.

The General Education Council will pursue a semi-annual general education program revision schedule in which courses approved in each revision period would be sent to UCC as a program revision. UCC should not consider the addition of these courses to the general education program until they appear together as a semi-annual GEC program revision. College Councils should consider the course proposals in the context of the full current general education program course distribution.

The Program Committee of the GEC will receive course proposals seeking to gain general education approval through the UCC course proposal or revision process. The committee will work with departments to refine these proposals to meet best practices of integrating the appropriate general education learning objectives into the proposals prior to making recommendations for inclusion in the program.

Led by the General Education Liaison, the Program Committee will send these proposals for programmatic review to the General Education Council, once each semester (October and March). The October and March GEC meetings will prioritize course and program revision and shall follow the UCC model in which sponsors of each new course will present their proposals with robust discussion by the whole Council membership.

The new General Education Liaison position will play a key role in these discussions as this faculty position will have direct access to information concerning seat analysis and load distribution that can inform the continued incorporation of new courses into the program.

The General Education Liaison and Faculty Co-Chair will bring these courses and program revision to UCC once a semester (November and April).

### **A Culture of Periodic Program Revision**

Our General Education Program is now an evolving program. This section presents policies for adding or removing courses to the Program, for proposing changes to the rubrics used to assess student learning, and for adding or removing program goals.

#### *Process for departments and programs to add, alter, or remove courses from the General Education Program*

1. A department or academic program must submit a new course or course revision proposal to the UCC no later than the end of September using the UCC's new General Education Course Proposal form. It will be understood that any proposed change cannot take effect until the following Fall semester due to the need for approval by several campus governing bodies.
2. As per normal practice, the UCC will make all general education-related proposals available to the GEC for review.
3. The GEC's Program Committee will conduct reviews on a rolling basis, and incorporate the proposed new general education courses in a single Program Revision proposal presented to the full GEC membership once per semester (in October and April).
4. Consistent with the UCC's and Registrar's Office's recommended timeline, the fall semester General Education Program Revision proposal must be brought to the floor of the GEC no later than its October meeting and must be submitted to the UCC for approval no later than the final UCC meeting of the fall semester. This timeline allows for all changes to be included in the materials shared with students before they choose Fall courses during Spring scheduling. The spring semester General Education Program Revision proposal must be brought to the floor of the GEC no later than its April meeting and must be submitted to the UCC for approval no later than the final UCC meeting of the spring semester under similar scheduling timeline constraints.
5. All changes approved by the UCC will be reflected in a new edition of the GEC Advisor handbook, updated semi-annually by the GEC Liaison. This will be available to the university community and the public on the university's GEC website.

#### *Process for proposing changes to the university's rubrics*

1. Any member of the GEC may suggest changes to the assessment rubrics. Departments, academic programs, deans, and students should offer their suggestions via a representative to the GEC at a regular GEC meeting.

- a. For minor wording changes to the student learning objectives or levels of competency that do not affect the program goals, the GEC's Program Committee will bring routinely the proposed changes to the GEC for a discussion and vote.
  - b. All approved minor changes will be reflected in a new edition of the GEC handbook and updated on the GEC website.
2. Major revisions, particularly those that affect other departments or programs or our ability to accomplish our general education goals, will be evaluated carefully by the Program Committee during the "whole program review" of the GEC assessment cycle (every four years, currently spring 2022 and 2026). The program committee will include these major revisions in the Program Revision presented and discussed during the GEC's April meeting.
  - a. Any changes approved by the GEC will be included in the GEC's spring General Education Program Revision proposal and submitted to the UCC for review.
  - b. Any changes approved by the UCC will be reflected in a new edition of this handbook and on the GEC website.

*Process for proposing changes to university's General Education Program Goals*

1. Any member of the GEC may suggest changes to the University's General Education Program Goals. Departments, academic programs, deans, and students should offer their suggestions via their representative to the GEC at a regular GEC meeting.
  - a. All such suggestions must be supported by accompanying documentation that includes a statement for why the proposed change is needed; an accompanying rubric that shows three corresponding student learning objectives and five corresponding levels of competency; and evidence-supported claims for how the proposed change will improve the General Education Program.
2. The GEC will consider all suggested changes to University's General Education Program Goals every four years during its periodic Whole Program Review (see Table 7: Schedule of periodic self-study in the General Education Program of the GEC Handbook).
3. Approved changes will be used to develop and submit a major Program Revision proposal to the UCC in April of the Whole Program Review year (2022, 2026, etc). This requires that these proposals will be discussed by the full GEC membership prior to April in the Whole Program Review year, so that they may be incorporated in the major Program Revision proposal.

4. Any changes approved by the UCC will be reflected in a new edition of this handbook and on the GEC website.

Draft Proposal