

UGEC Meeting
Friday, October 1, 2010

In attendance: R. Bullock, Mark Cubberley, Mindy Diesslin, Jean Edwards, Carole Endres, Dave Reynolds, Kim Stewart, Susan Carrafiello, Jeanne Fraker, Joe Law, Rayne Bozeman (student government representative)

Minutes from September 24, 2010 were distributed and approved.

The following courses were reviewed.

EC 2000 - for Element 5

Remove the fourth sentence in the revised course inventory info request form "The sequence EC 2040 and EC 2050 may be substituted."

Remove the same sentence from the course proposal form.

In the syllabus, under IV Student Learning Outcomes GE Program Objectives, the current general education program objectives and outcomes are listed. These should be deleted and replaced with the new Core University learning objectives this semester course will address and Element 5 learning outcomes for the semester course

Similarly the Writing Across the Curriculum section lists the learning outcomes of the current WAC program. These should be replaced with the learning outcomes for semester integrated writing courses.

Honors should be checked.

MATH 2310 - for Element 2

UGEC requested the typos "techniques" and "first order" be corrected in the course description in the Workflow.

The course will be approved when the changes are made.

ATH 2100 - for Element 6

It was agreed to approve.

CST 2430 - for Element 3

The revised course proposal form was distributed.

It was agreed to send back and have the University Learning Objectives identified in question 1.

It was agreed to approve after the changes are made.

Adjourned meeting at 1:30 p.m.

UGEC Minutes
Thursday, October 7, 2010

In attendance: Mindy Diesslin, Jean Edwards, Susan Carrafiello, Jeanne Fraker, Joe Law, Dan Thomas (attending as alternate for Rayne Bozeman student government representative), Guest David Grossie (Chemistry Department Chair)

The minutes from October 1, 2010 were distributed and approved.

It was agreed to have one set of minutes reporting all UGEC meetings per week.

In support of continued curricular innovation we will have Dr. Yves Labissiere, Associate Professor at Portland State University as a guest at tomorrow's UGEC meeting. He will be discussing innovations in teaching and developing themed clusters.

The following courses were reviewed.

CHM 1020 – for Element 6

On the Core course proposal form, in response to question 1, specifically identify each university learning objective the course will address and describe how the course provides opportunities for students to meet each university learning objective.

In response to question 2, describe how the course specifically meets each of the Element 6 learning outcomes. Courses proposed for Element 6 must meet all of the learning outcomes for that element.

In response to question 4a, describe how students' perceptions of the course will be assessed. Typically, faculty plan to use the semester adaptation of the current GE questionnaire. In response to question 4b, indicate how student learning will be directly assessed, for example, exams, papers, portfolios. In response to 4c indicate who will analyze the data from 4a and 4b, and how the findings will be provided to those responsible for course improvement and reported to UGEC annually.

The learning outcomes for Element 6 must be quoted on the master syllabus.

UGEC will review after revisions.

CHM 1050 – for Element 6

Same as CHM 1020 listed above.

UGEC will review after revisions.

CHM 1060 – for Element 6

Same as CHM 1020 listed above.

UGEC will review after revisions.

CHM 1070 – for Element 6

Same as CHM 1020 listed above and revise CHM 1070 Core proposal form and syllabus to delete references to Integrated Writing.

Jean Edwards will contact David Grossie.

UGEC will review the CHM courses after revisions are made.

HPR 2500 – for Element 6

On the Core course proposal form, in response to question 4c add that the assessment findings will be provided to UGEC annually.

Quote the Element 6 learning outcomes on the syllabus and delete the old syllabus. Provide additional information on how the labs will provide opportunities for students to achieve the Element 6 learning outcomes.

Jean Edwards will contact Drew Pringle on the above revisions.

UGEC will review after revisions.

MTH 2430 – for Element 2

This course is part of a sequence which will be reorganized for semesters. MTH 243 is not currently a GE course. (MTH 143 is a GE substitution course)

It is listed as both a pre-requisite and an equivalent in Workflow.

Remove the restriction.

It was agreed to approve if the changes are made.

PSY 1010 – for Element 5

On the Core proposal form, in response to question 2, Element 5, give additional information on how the course will provide opportunities for students to achieve the Element 5 learning outcomes.

On the Core course proposal form in response to question 4c, delete the sentence "These evaluations will be organized according to the course section enabling evaluation to take place both at the section level up to the course level." Insert a sentence indicating that the findings from the direct assessment of student learning and the findings from students' perceptions will be included in the report sent to the Undergraduate Program Office and to UGEC.

Revise the master syllabus to indicate PSY 1010 is a 4 hour course with both lecture and lab. The lab will not have a separate credit hour.

If changes are made it was agreed to approve.

CST 2430 - for Element 3 (from Batch 10-1-10)

The revised course proposal form was distributed with the University Learning Objectives identified as requested.

It was agreed to approve.

Meeting was adjourned at 10:10 a.m.

UGEC Minutes
Friday, October 8, 2010

In attendance: Mindy Diesslin, Jean Edwards, Karen Hayes (alternate for Rich Bullock), Kim Stewart, Susan Carrafiello, Jeanne Fraker, Joe Law, Bill Wood (guest from Semester Conversion Committee), Rayne Bozeman (student government representative)

Guests: Yves Labissiere (Associate Director at Portland State University and core member of Portland's University Studies Program), Cathy Sayer (Service Learning)

Dr. Labissiere explained and answered questions on the University Studies Program at Portland State University.

The meeting was adjourned at 3 p.m.

UGEC Minutes
Thursday, October 14, 2010

In attendance: Rich Bullock, Mindy Diesslin, Jean Edwards, Carole Endres, David Reynolds, Susan Carrafiello, Joe Law, Bill Wood (guest from Semester Conversion Committee)

The minutes from October 7 and October 8 were distributed and approved.

Issues regarding restricting some GE courses to students in specific majors or programs were discussed. It was agreed that, in principle, GE courses are open to any student. By a voice vote, the committee indicated that it is supportive of some GE classes being oriented to students in a specific major or program as indicated in the course title and description. The committee is not supportive of placing a restriction on a course so that only students in a specific major or program would be allowed to register for the course. A problem was noted that a course may be required by a program and the department providing the course may be limited in the number of seats it can provide. If there are not restrictions, students who must have the course to progress in their program may be closed out by other students who choose to take the course. It was suggested the problem of limited seating capacity could be addressed by the department requesting the registrar reserve a sufficient number of seats in the course for majors required to take the course.

The following courses were reviewed.

EC 2000 – Element 5

All requested changes were made and the course was approved.

FIN 2050 – Element 5

The revision to the syllabus included the Element 5 learning outcomes.

On the course proposal form show stronger evidence of how all learning outcomes of element 5 will be met, particularly 5b. Strengthen statements regarding how theories and methods of inquiry of social sciences will be explained and critiqued, and ethical issues addressed. Providing some specific examples would be useful. On the syllabus under IX, add an extra column showing how the learning outcomes are met in the material covered. Revise assignments to address theory, research and ethics.

HPR 2500 - Element 6

The revision provided the Element 6 learning outcomes on the syllabus. Additional information was provided on how the labs will provide opportunities for students to achieve the Element 6 learning outcomes.

Still needed on the Core course proposal form, in response to question 4 c is to add that the assessment findings will be provided to UGEC annually.

It was agreed to accept as a GE core course in natural sciences and approve if the change is made.

PSY 1010 – Element 5

The requested changes were made and it was agreed to approve.

Meeting was adjourned at 10:40.

UGEC Minutes
Friday, October 15, 2010

In attendance: Rich Bullock, Mindy Diesslin, Jean Edwards, Carole Endres, Doris Johnson, David Reynolds, Kim Stewart, Susan Carrafiello, Joe Law, Rayne Bozeman(student government representative)

The following courses were reviewed.

UH 2010 – Element 4

It was agreed to approve.

UH 2020 – Element 5

Revision was made and it was agreed to approve.

PHY 1050 – Element 6

The following revisions were requested.

The Core Proposal form refers to both PHY 1050 lecture and PHY 1050L lab components of the course. PHY 1050L was not in UGEC worklist. It should be in the workflow as a Core course to be reviewed with PHY 1050. (When submitting the lab component, list the Element 6 learning outcomes on the syllabus, and check for consistency with PHY 1050 submission.)

In the course description on workflow document, the Core proposal form, and the syllabus change "phenomenon" to "phenomena".

Revise the response to 4c to clearly indicate results of the assessment of students' perceptions of the course and the direct assessment of student learning will be communicated to faculty teaching the course and to UGEC annually.

Quote the Element 6 learning outcomes on the master syllabus.

Exam 2 is listed twice in the course schedule.

It was agreed to send back with comments.

PHY 1060 – Element 6

The following revisions were requested.

The Core Proposal form refers to both PHY 1060 lecture and PHY 1060L lab components of the course. PHY 1060L was not in UGEC worklist. It should be in the workflow as a Core course to be reviewed with PHY 1060. (When submitting the lab component, list the Element 6 learning outcomes on the syllabus, and check for consistency with PHY 1060 submission.)

Revise the response to 4c to clearly indicate results of the assessment of students' perception of the course and the direct assessment of student learning will be communicated to faculty teaching the course and to UGEC annually.

Quote the Element 6 learning outcomes on the master syllabus.

It was agreed to send back with comments.

ML 2010, ML 2030, ML 2040, ML 2050 – Elements 3 and 4

The following revisions were requested.

Only CST/RST courses in the current general education courses are "grandfathered" as satisfying the multicultural competence requirement. New courses in Element 3 must be reviewed by the Multicultural Competence Committee to be designated as MC. Proposals for a new course submitted for the MC designation must respond to question 8 on the Core Proposal form.

Revise the response to question 2 to address individually each learning outcome of the Element for which the course is proposed.

In response to question 4c indicate the assessment findings will be shared with those responsible for course improvement and with UGEC annually.

The course syllabus should follow the template provided as part of the workflow.

The learning outcomes of each Element for which the course is proposed must be quoted on the syllabus.

Review the Core proposal form and the syllabus for consistency.

It was agreed they will all be rejected.

Jean Edwards will contact Stefen Pugh.

Meeting was adjourned at 2:30.

UGEC Minutes
Friday, October 22, 2010

In attendance: Rich Bullock, Mark Cubberley, Jean Edwards, Susan Carrafiello, Jeanne Franker, Joe Law, Rayne Bozeman (student government representative)

The minutes from October 14 and October 15 were distributed and approved.

PHY 1050 and PHY 1060 Core course proposals were reviewed at the October 15 meeting; at that time, the lab components were not included with the Core submissions. UGEC chair contacted the course originator and learned the lab components were submitted as separate courses in the workflow but did not indicate they were proposed as Core courses. Copies of the lab course submissions from the workflow were distributed at today's meeting. After discussion of ways of coordinating the lecture and lab components of the courses, the committee asked that Jerry Clark, the course originator, be invited to UGEC's next meeting to discuss options.

The discussion of proposed restrictions on Core courses was continued from previous meetings. The attached memo from the Associate Registrar outlining options for ensuring adequate seats for students whose major requires a specific Core course without restricting that course to a specific major was discussed. The chair reported that Bowling Green University and University of Toledo do not have restrictions on their general education courses. Miami University has restrictions only on capstone courses. We have not received information from Ohio State University or Ohio University. The consensus of UGEC is general education courses should not be restricted to specific majors.

Today's discussion of course restrictions in the Core focused on MUS 1210. In August, UGEC reviewed the Core proposal for MUS 1210 and failed to note the proposal restricted the course to music majors. MUS 1210 was approved at that time. After discussion UGEC requested the chair contact Randy Paul, the course originator, to discuss removing the restriction and to explore other options for achieving the course objectives.

Meeting adjourned at 3 p.m.

UGEC Minutes
Friday, October 29, 2010

In attendance: Mindy Diesslin, Jean Edwards, Carole Endres, Karen Hayes (alternate for Rich Bullock), Doris Johnson, David Reynolds, Kim Stewart, Susan Carrafiello, Jeanne Fraker, Joe Law, Rayne Bozeman (student government representative), Jerry Clark, guest from the Physics Department

The minutes from October 22 were distributed and approved.

Jerry Clark from the Physics Department explained why the labs carry a separate credit hour and grade. The students who have difficulty in the course don't necessarily have trouble in the lab. Taking the lab separately helps struggling students. This is a student oriented lecture and lab arrangement. UGEC agreed that this strategy may support student success.

PHY 1050

Submit a separate workflow proposal for the lecture and for the lab. Indicate on each workflow form that the course will be a Core course. Attach a Core proposal form and master syllabus to both the lecture proposal and the lab proposal. Some of the information will be the same on both forms and the information can be copied from the Core proposal form completed in September.

Revise the response to question 4 c on the Core course proposal form to clearly indicate that the results of the assessment of students' perceptions of the course and the direct assessment of student learning will be communicated to faculty teaching the course and to UGEC annually. Quote the Element 6 learning outcomes on the syllabus for both the lecture and the lab. Change phenomenon to phenomena in the course description in the proposal form and in the syllabus. Delete one of the references to exam 2 in the course syllabus.

PHY 1060

Submit a separate workflow proposal for the lecture and for the lab. Indicate on each workflow form that the course will be a Core course. Attach a Core proposal form and master syllabus to both the lecture proposal and the lab proposal. Some of the information will be the same on both forms and the information can be copied from the Core proposal form completed in September.

Revise the response to question 4 c on the Core course proposal form to clearly indicate that the results of the assessment of students' perceptions of the course and the direct assessment of student learning will be communicated to faculty teaching the course and to UGEC annually. Quote the Element 6 learning outcomes on the syllabus for both the lecture and the lab.

PHY 2400

Return with comments.

Send the suggestions for completing the Core course proposal form prepared by Henry Limouze which may be helpful.

This course was submitted as satisfying the learning outcomes of both Element 2 Mathematics and Element 6 Natural Science. The committee agreed the proposal successfully addressed the learning outcomes of both Element 2 and Element 6. The committee questioned whether there is a need for PHY 2400 to be an Element 2 course. Would it be used by students to satisfy Element 2 requirements since a student may use a single course to satisfy only one Element requirement? The learning outcomes of Element 2 were not listed on the syllabus.

On page 4 in response to Question 4 part b, revise response to focus the direct assessment of how well the course achieved the learning outcomes rather than focusing on grades.

In response to question 4 part c, add a statement that the findings of the assessment will be shared with UGEC annually.

On the syllabus, point III Course Registration, should this be worded the same as in the workflow regarding prerequisites and corequisites?

The learning outcomes of each Element the course is designed to achieve must be quoted in the Master syllabus.

The following are typographical errors to be corrected:

On page 2 in response to Question 1 d correct “problems which opened ended” to “problems which are open ended”.

Question 2 a, correct “identified” to “identified”.

On page 3 in response to 6 (1) correct “explains and interprets” to “explain and interpret”.

On page 5 in response to question 4 c correct “student’s outcomes” to “students’ outcomes”

On page 5 in response to question 5 correct “tenor” to “tenure”

On page 1 of the syllabus in IV (e) correct “and” to “an”

Indicate in the workflow that PHY 2400L is submitted as a Core course. Attach the Core proposal form. This will probably be very similar to the Core proposal form for PHY 2400. The Element learning outcomes must be quoted on the attached syllabus for the lab course.

PHY 2410

This course was submitted as satisfying the learning outcomes of both Element 2 Mathematics and Element 6 Natural Science. The committee agreed the proposal successfully addressed the learning outcomes of both Element 2 and Element 6; however the committee questioned whether there is a need for PHY 2410 to be an Element 2 course. Would it be used by students to satisfy Element 2 requirements since a student may use a single course to satisfy only one Element requirement? The learning outcomes of Element 2 were not listed on the syllabus.

On the Core proposal form, revise response to Question 3 to be consistent with the information in workflow.

In response to Question 4 b, revise response to focus on the direct assessment of how well the course achieved the learning outcomes rather than on grades. In response to

Question 4 c add a statement that the findings of the assessment will be shared with UGEC annually.

The learning outcomes for Element 2 are not on the syllabus.

The following are typographical errors to be corrected:

On page 2 of the Core proposal Element 2 a correct “identified” with “identified”.

On page 3 of the core proposal at the top correct “electric field,magnetic” with “electric field, and add a space before magnetic”.

Also on page 3 under d correct “electric” with “electric”.

On page 4 under 4c last line correct “students outcomes” with “students’ outcomes”.

On page 5 of the Core proposal correct “tenor” with “tenure”.

Also on Page 5, in the last line correct “Phycis with “Physics”.

PHY 2410L

Indicate in the workflow PHY 2410L is submitted as a Core course. Attach the Core proposal form. This will probably be very similar to the Core proposal form for PHY 2410. The learning outcomes of the Element(s) for which the course is proposed must be quoted on the attached syllabus for the lab course.

Agreed to approve if changes are made.

EGR 3350

Revise ERG to be a 2000 level course. Courses proposed for the Core typically are 1000 or 2000 level and have a broad focus characteristic of general education.

Remove the restriction to CECS. Core courses must be open to any student and not restricted to those in a specific college or major. To ensure adequate spaces for CECS students, each semester the Department can request the Registrar reserve a percentage of the seats in the course for those students. How many sections will be offered each semester and how many students per section?

The course is proposed as both an Element 1 second-year writing course and as an integrated writing course. The course cannot fulfill both requirements for a student.

In response to Question 1, the specific University Learning Objectives addressed by the courses must be identified and how each is addressed explained. It is not necessary to address all of the University Learning Objectives.

In response to Question 2, Communication learning outcome d, indicate how analysis and critical evaluation of source material are addressed in the course.

In response to Question 4a, please include the revised GE form assessing students’ perceptions of how well the learning outcomes were met. In response to Question 4 b relate the assessment strategies to the Element 1 learning outcomes. In response to Question 4 c, include the findings from analysis of both assessment of students’ perceptions and direct assessment of student learning.

The assignments in the syllabus are directed exclusively toward engineering students. Members of UGEC stated that more flexibility in the assignments would be in order for this to be a Core course and suggested revising the syllabus to include examples outside those areas. The assignment for week 11 might be revised to read: Resumes, cover letters, interviews, for potential positions, for example in engineering, computer science or other fields.

Send the suggestions for completing the Core course proposal form prepared by Henry Limouze which may be helpful.

A copy of the semester provisional Wright State Core General Education courses was distributed.

Meeting adjourned at 3:50 p.m.