

General Education Council  
Minutes 9/20/2004

Present: D. Bozak, R. Cole, C. LaLonde, L. Fuller, J. La Manna, R. Mandel, D. Parsons, K. Shaw.

1. Welcome to Larry Fuller, elected by Faculty Assembly as the representative from A&S Natural Sciences/Math for a 3-year term, 2004-2007.
2. The 3-year term from A&S Social Sciences has not yet been filled.
3. Minutes from 8/24/04 were approved unanimously.
4. Discussion continued on ENG 347 (Contemporary Native American Literatures), submitted for the category of Human Diversity – TIUS. Chris LaLonde provided an overview of the course outline. The course was approved 4-0-0.
5. Discussion occurred in response to Earth Sciences' request to consider Computer Literacy "infused" for Meteorology majors and Geology majors. Approved 4-0-0. R. Cole was asked to be sure to alert the department that this is an "infusion," not a "waiver." R. Cole was also asked to point out to the department that the infusion is only for the Learning Outcomes associated with Computer Literacy, not those associated with Information Management.
6. R. Cole shared the list he compiled that identifies upper division electives with minimal prerequisites. This will be published in upcoming Course Bulletins and should provide students and advisors with a broader idea of available upper division electives, thereby reducing the likelihood students will take excessive GenEd courses merely to meet elective requirements.
7. D. Bozak and R. Cole shared information from a recent meeting they attended at which spoke Dr. Patricia Francis, Assistant Provost for University Assessment and Academic Initiatives, Academic Affairs, SUNY System Administration.

Implementation of BOT's resolution for "Strengthened" (externally referenced measures) assessment in Basic Communication (Writing), Critical Thinking, and Math is scheduled for Fall 2007. Gear group will meet in Fall 2004 to develop guidelines (rubric & criteria) and that will help campuses move from "original" to "ongoing" assessment.

8. Parts of the summary of the Spring GenEd retreat were reviewed. There was an agreement to consider ways in which Critical Thinking might be infused in the major.

Karen Shockey & Rameen Mohammadi will be invited to the next meetings to help explore possible infusion of Information Management/Computer Literacy.

A tentative timetable was established that would set these two GenEd Program changes apart from other possible changes. Any decisions, and support for these decisions, would be concluded by the end of the fall semester. Recommendations for change, if any, would go to Faculty Assembly in Spring 2005.

9. Adjourned.

Submitted by R. Cole

General Education Council  
Minutes 10/4/2004

Present: R. Cole, C. LaLonde, L. Fuller, G. Graham, K. Shaw.

1. Minutes from 9/20/04 were approved unanimously.
2. Welcome to Glen Graham, who was elected by Faculty Assembly as the representative from A&S Social Sciences for a 3-year term, 2004-2007.
3. An examination of the course outlines for ART 316 Painting III & ART 415 Painting IV took place. These are advanced-level additions to the existing Art Writing Plan. The courses were approved 4-0-0.

The Art department will be asked to take some of the language of the cover letter that speaks directly to the nature of the writing assignments and incorporate this into the Course Proposals. The Course Proposals should be submitted in turn to UCC for approval of the minor changes. A copy should also come to GenEd.

4. Discussion ensued regarding THT 359 Costumes, Sex and Culture, submitted for Intellectual Issues – Self & Society, and for Human Diversity – Global, International and Geographical Awareness.

A vote on approval of the course was tabled, pending revisions from the Theatre department. The course was received with enthusiasm and it is clear that in spirit the course has the makings of an Intellectual Issues offering. Specific concerns that should be addressed are as follow:

- The course seems more appropriate to the Cultures & Civilizations category, given the scope listed in the outline.
- Make more explicit what is at stake or what the contested issue is (are). For example, in Section V., Section VIII. Part E., and elsewhere there are allusions to

power, political structures, cultural stratification, economics and commodification, definitions of the bodily shape, artistic tensions, competing ontological views, and so forth. These themes are precisely what an Intellectual Issues course in costuming can speak to so powerfully. Section VI. Course Objectives and Section VII. Course Outline should parallel each other, with the aforementioned themes featured.

- Why is “Sex” in the title? The course appears to have little to do with sex, other than perhaps some passing reference to gender constructions. If this is a key theme (and perhaps a contested issue), it needs to be more explicit in the Objectives and Outline sections. Perhaps consider using the simpler, albeit less “sexy” course title, COSTUMES AND CULTURE.
- The Bibliography could use a freshening up. The most recent references are from 1995, almost 10 years old.

5. Mary Beth Bell, Jim Nichols and Karen Shockey met with the Council to help explore possible infusion models for the Information Management/Computer Literacy competency.

They noted that students don’t understand the differences between the web and the library.

Some information management skills are taught in ENG102, but this is not enough. Some faculty members bring students in for formal library training, or have library staff come to classrooms. This is done on a haphazard basis and does not increase information management skills on a wholesale basis to the students.

The library folks are in favor of, and would welcome the chance to help integrate information management across the curriculum.

Information management should be course (context) based. A beginning place might be associated with the preceptor course. And/or the existing infrastructure of the GenEd Writing Plan could be leveraged to deliver information management through some modification.

The library is willing to work with departments to help them modify their Writing Plans to embed information management components. As a supplement, they are still willing to meet course-specific needs a department might have.

No new personnel resources would be needed by the library to consult with departments on modifying their Writing Plans. Perhaps some small amounts of monies might be needed for workshops, etc.

6. Adjourned.

Submitted by R. Cole

General Education Council  
Minutes 10/15/2004

Present: D. Bozak, R. Cole, C. LaLonde, L. Fuller, G. Graham, J. La Manna, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 9/27/04 were approved unanimously.
2. POL 369 Political Violence and Terrorism was reviewed for addition to the list of upper division electives of the Political Science Writing Plan.
3. R. Cole discussed rejection by System Administration of the MLL 201/202 courses under the Humanities category. While we have filed an appeal, we should proceed as though Spring, '05 will be the last time students can get GenEd credit for these classes.

About 200 students enrolled in Humanities MLL201/202 courses during academic year 2003-2004.

R. Cole will solicit departments for possible Humanities additions to cover the seats that will likely be lost.

4. Rameen Mohammadi from the Computer Science department spoke about Computer Literacy and Information Management as it relates to CSC101 and the associated lab.

He traced the history of the Computer Literacy category since GE98. For GE2000 about 20% more seats were added. In the early years the course was designed to meet only the following learning outcome:

*- perform the basic operations of personal computer use*

The course has since been expanded beyond the teaching of “productivity tools.” Issues of information literacy, copyright, electronic databases, screening web-based information, etc. has been added to the course. For example, Natalie Stuhr from Penfield Library comes to the class and does a presentation.

Rameen shared course syllabi, common assignments, and sample portfolios of students' culminating projects. From this evidence, it is clear that the course is now designed to meet these additional learning outcomes:

- *understand and use basic research techniques; and*
- *locate, evaluate and synthesize information from a variety of sources.*

Rameen shared data from the recent assessment cycle for CSC101, demonstrating that a high number of the sampled students met or exceeded all three learning outcomes.

The Council was provided with historical data about the Waiver Exam. The exam only measures students' ability to perform basic operations of personal computer use. If CSC101 will be charged with meeting the information literacy learning outcomes, the Waiver Exam either needs to be modified to measure these skills/knowledge or discontinued.

5. Adjourned.

General Education Council  
Minutes 10/29/2004

Present: R. Cole, C. LaLonde, L. Fuller, J. La Manna, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 10/15/04 need the addition of D. Parson as present. Approved 5-0-0.
2. Discussed how to implement Information Management learning outcomes from the BOT, since Oswego has never formalized this. Approved 5-0-0 in principle the following, which after minor editing and the inclusion of a rationale, will be submitted to APC for review and then to floor of Faculty Assembly:

SUNY Oswego's Implementation of the

**Board of Trustees'**  
**INFORMATION MANAGEMENT COMPETENCY**

Wherein students will:

*Learning Outcome #1- perform the basic operations of personal computer use*

*Learning Outcome #2 - understand and use basic research techniques*

*Learning Outcome #3 - locate, evaluate and synthesize information from a variety of sources*

- I. Redefine the General Education Category of "Computer Literacy"
  - A. The General Education category currently named "Computer Literacy" shall be renamed "Computer and Information Literacy."
  - B. All courses approved for the category of "Computer and Information Literacy" shall be designed so that students attain all three BOT Information Management learning outcomes at a baseline level.
    1. The previously approved course CSC 101 has already demonstrated that it is designed to meet the three learning outcomes and shall be listed as satisfying this category.
    2. The previously approved courses ART 207, ART 208, BIO 289, MUS 206, TEL 246 shall demonstrate that they now meet, or will be revised to meet, all three learning outcomes in order to be listed as satisfying this category.
  - C. Articulated transfer students will continue to receive "infusion" status for "Computer and Information Literacy."
  - D. Majors who have been granted programmatic exemption/infusion of computer literacy shall NOT have that exemption/infusion carried over to the new category of "Computer and Information Literacy."
  - E. Majors may request programmatic exemption/infusion of the new category "Computer and Information Literacy" by demonstrating that they meet all three BOT Information Management learning outcomes at a baseline level through other means.
- II. Strengthen Advanced-Level Information Literacy
  - A. The infusion of advanced-level Information Literacy shall be a General Education requirement for all majors.
    1. Departments/Programs shall demonstrate that they embed Learning Outcome #2 - *understand and use basic research techniques* and Learning Outcome #3 - *locate, evaluate and synthesize information from a variety of sources*, at the advanced level.
      - a. Penfield Library staff will work with departments who seek assistance in embedding advanced-level information literacy.
    2. Departments/Programs shall prepare majors for formative assessment of Information Literacy at the advanced level.

3. Council will call upon First Choice program to do the following (but will hold on this action because other recommendations regarding Critical Thinking might also be included):

<p style="text-align: center;">Call on First Choice Program to Embed the</p> <p style="text-align: center;"><b>Board of Trustees’ INFORMATION MANAGEMENT COMPETENCY</b></p> <p style="text-align: center;">Wherein students will: <i>Learning Outcome #1- perform the basic operations of personal computer use</i> <i>Learning Outcome #2 - understand and use basic research techniques</i> <i>Learning Outcome #3 - locate, evaluate and synthesize information from a variety of sources</i></p> <p>I. Strengthen Baseline Information Literacy</p> <p>A. First Year Choice courses for entering students will be used as a platform for a project or projects that, at the baseline level, embed Learning Outcome #2 - understand and use basic research techniques and Learning Outcome #3 - locate, evaluate and synthesize information from a variety of sources.</p> <p>B. First Year Choice courses shall assess Learning Outcomes #2 and #3 at the baseline level.</p>
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4. Began to discuss PBJ 463 American Indian Law for II—C&C. Discussion suspended because of time limitations.

5. Adjourned.

Submitted by R. Cole

General Education Council  
Minutes 11/08/2004

Present: D. Bozak, R. Cole, G. Graham, C. LaLonde, J. La Manna, L. Fuller, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 10/29/04 were approved. Approved 5-0-0.
2. The Council discussed a response to the GEAR Group's draft of the "Review Process Guidelines" for "Strengthened Campus-Based Assessment." The following points should be included in any response the campus makes:

A. Misc

Provost Salins' cover letter indicates that the implementation date for "Strengthened" assessment will be fall 2006, but in the same sentence indicates the effect date is academic year 2005-2006. Please clarify what is meant by these differing dates and publish a timeline for beginning, intermediate and concluding steps toward implementation.

B. SUNY-Normed Measures

There is no reference to the issue raised by Faculty Senate in their Resolution of Support, dated April 2004:

4. The "standards and rubrics" to be developed by the GEAR disciplinary panels are to be submitted to local campuses for approval before they are used to implement the locally developed instruments in those areas.

There is no reference to the issue raised by the Faculty Council of Community Colleges Resolution of April 3, 2004:

4. The standards and rubrics developed by the GEAR discipline panels of faculty in mathematics and written communications shall be submitted to the SUNY campus faculty in those disciplines for their approval before they are used by GEAR to approve locally developed instruments in those areas.

The GEAR discipline panels should solicit campuses for their existing standards and rubrics. These should be used by GEAR to inform their own development of standards and rubrics.

C. Nationally Normed Measures

The Provost's office should provide more details about how each of the variety of nationally normed tests specifically assess the areas of Basic Communication (Writing), Mathematics, and Critical Thinking.

D. Costs

There is no reference to two issues raised by Faculty Senate in their Resolution of Support, dated April 2004:

1. Including "implementation" costs of nationally-normed measures as part of SUNY's responsibility.
2. Commensurate funding for "creating, administering, norming, and reviewing locally developed instruments."

Costs associated with attending assessment workshops, conferences, and implementation training should be paid for by System Administration.

E. Misc.

Student Engagement is not "General Education" and reference to its assessment, which covers much more than academics, should be removed from mandates involving General Education assessment initiatives.

3. Began to discuss philosophical views on double-dipping/doubling-counting within GenEd categories. Points were made about the appropriateness/inappropriateness of courses to more than one category. Additional points covered the justification for allowing/disallowing students to use one course to satisfy more than one category.

Currently, three courses can be "double-counted" by students: MUS117 (FPA and HD-TIUS); THT365 (HD-NWC and IICC); and WST200 (HD-TIUS and IICC). Another course, PBJ463, is approved for HD-NWC and is under review for IICC.

No motion was made, but the time was well spent in thinking about significant issues related to the mission of General Education at Oswego.

4. Adjourned.

Submitted by R. Cole

Present: R. Cole, G. Graham, L. Fuller, C. LaLonde, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 11/19/04 were approved 3-0-1.
2. Robert and Rhonda discussed Provost Salins' memo regarding changes to the Learning Outcomes for Mathematics. Pat Halpin and Terry Tiballi will provide their view on matters.

Also discussed was the GEAR Group's call for campuses to submit local Critical Thinking standards and rubrics for the discipline-based panel to use in formulating their own standards and rubrics.

Also discussed was the call from University Faculty Senate for nominations of "distinguished" professors for the discipline-based panels in Math, Writing and Critical Thinking. Several names were mentioned and Luther Peterson, campus rep., will follow up on this.

3. Robert reported on his meeting with the Music department to explore their offering "period" courses for the Humanities category. J. Pretzat favors the idea and will send us a memo indicating such. She will change the prerequisites on the following courses:

- MUS 312 Music in the Baroque Era
- MUS 313 Music of the Classic Period
- MUS 314 Music of the Romantic Period
- MUS 315 Music of the Twentieth Century
- MUS 320 Renaissance Music in Italy and Its Medieval Origins

And for HD – TIUS or Fine & Performing Arts MUS 323 Women and Music –

Robert also reported sending a memo to H. Zakin in the Art department listing possible courses they might consider as making available for Humanities. These include:

- ART 350 Italian Renaissance Art
- ART 351 Northern Renaissance Art
- ART 352 Nineteenth Century Art
- ART 353 Twentieth-Century Art
- ART 354 Art in America I
- ART 364 Medieval Art
- ART 380 Introduction to Museum Studies
- ART 381 Contemporary Museum Issues

Robert also spoke about the conversation he had with J. LaLande regarding the Modern Languages' Humanities courses that were rejected by System Administration and ACGE, and which will be de-listed starting Summer, 2004. Robert told LaLande that if he

wishes to further pursue this, he needs to meet with him and Rhonda to explore what, if any, course of action the campus might take.

4. GenEd seat availability was discussed. There seems to be a perennial shortfall in the category of Fine and Performing Arts. A rough estimate of 1,900 is the annual number of seats needed in this area to cover the demands of new and transfer students.

5. Additional updates on ongoing GenEd assessment were provided. Some folks are getting hit hard and we might think of re-sequencing which timetable for various categories.

6. Adjourned

Submitted by R. Cole

General Education Council  
Minutes 01/31/2005

Present: D. Bozak, R. Cole, G. Graham, L. Fuller, C. LaLonde, J. LaManna, R. Mandel, K. Shaw.

1. Minutes from 12/3/04 were approved 4-0-0.

2. Robert reported that there were adequate but not excessive GenEd seats for Spring, 2005. He will make a final count after the "Add" period is over.

3. Robert reported that the Information Literacy change proposal will go to the floor of Faculty Assembly on 1/31/05. There will be a two-week period and then deliberations/vote can take place.

4. Robert reported that after meeting with the Music and Art departments to discuss "period" course offerings for the Humanities category, he received and approved the following:

ART 350 Italian Renaissance Art  
ART 351 Northern Renaissance Art  
ART 352 Nineteenth Century Art  
ART 354 Art in America I  
ART 364 Medieval Art

ART 380 Introduction to Museum  
Studies  
ART 381 Contemporary Museum Issues  
MUS 313 Music of the Classic Period  
MUS 314 Music of the Romantic Period

5. HRM 459 Collective Bargaining was considered for Intellectual Issues—Self & Society. Provisional approval was give, 5-0-0. The following changes should be made for final approval:

- a. Prerequisites need to be removed or reduced to “Completion of General Education: Knowledge Foundations.”
- b. Need to make seats available for non-majors.
- c. Need to insure that non-majors can succeed in the course, since they might come with a different body of knowledge.

6. The Council began a preliminary discussion about changes to the Natural Sciences. Assessment data form the first round indicates students do well on “content” and less well on “scientific method.” Ideas discussed included the introduction of a full lab component; a quarter course lab component, a generic 1-credit lab; thinking about “lab” in creative ways. Item was tabled. Rhonda and Robert will work with the Sciences Steering Committee to gather their view on the lab issues.

7. Adjourned

Submitted by R. Cole

General Education Council  
Minutes 03/07/2005

Present: D. Bozak, R. Cole, G. Graham, L. Fuller, C. LaLonde, J. LaManna, R. Mandel, D. Parsons, K.Shaw.

*Note: The General Education Council meeting on 2/14/05 did not have a quorum. General discussion involved Natural Science labs. Also, an update on GenEd course seats after the “Add” was given and discussion focused on the persistent shortage in some categories.*

1. Minutes from 1/31/05 were approved.
2. Robert passed out a copy of the letter sent to the Natural Sciences Planning Committee requesting their input on requiring a lab for all students.
3. Robert distributed a printout of the number of Critical Thinking seats offered for the previous 2.5 years. He noted that Fritz Messere from Communication Studies and Brad Wray from Philosophy are scheduled to meet with the Council in the future to talk about

infusion of Critical Thinking. Dennis was asked to discuss EDU100/200 with his department to see what the impact of a infusion would be.

4. Information about the April conference on Strengthened Campus-Based Assessment was passed out and people were encouraged to attend for at least part of the time.

5. Rhonda reported that she is calling three group meetings with faculty from Math (including Jack Narayan), Writing (including Robert Moore), and Critical Thinking.

By Nov. 30, 2005 the campus must report to System Administration how it intends to meet the new guidelines for Strengthened Campus-Based Assessment.

6. Writing assessment is due in 05-06. It was agreed that this would be a good time to assess Writing Across the Curriculum. One approach could be to assess writing at the level of the capstone/culminating writing course. Aggregate data would give the campus a sense of where it stands with regard to writing.

7. Adjourned

Submitted by R. Cole

General Education Council  
Minutes 03/21/2005

Present: R. Cole, L. Fuller, C. LaLonde, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 3/7/05 were approved.

2. Announcements – Rhonda and Robert talked about meeting with department chairs to discuss with them the implementation of Computer and Information Literacy. The GenEd Council will need to develop a formal implementation plan to share with departments.

The registration form is available for the Strengthened Assessment conference in Syracuse, April 27-28. Let Rhonda know, if you wish to attend.

3. Guest Fritz Messere from Communication Studies discussed the implications of dissolving the Critical Thinking list of courses and moving this competency into the major program of study.

This would have little net effect on resources for his department. Many students take COM210 for a cognate or as a major requirement. This would not change.

Fritz offered that he has a mixed view on this proposal. He does not believe that a single course is adequate preparation for critical thinking. On the other hand, he is concerned that placing critical thinking in a major, could, in some cases result in students who can think, but only within the narrow confines of their discipline.

Dennis shared the views of Pam Michael and Joyce Smith regarding EDU100/200. Robert will ask Pam if she wishes to meet with us.

Brad Wray will meet with the Council on 3/28/05.

4. Adjourned

Submitted by R. Cole

General Education Council  
Minutes 03/28/2005

Present: R. Cole, L. Fuller, G. Graham, C. LaLonde, J. LaManna, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 3/21/05 were approved 4-0-0.

2. Robert suggested there be no meeting on 4/4/05 because he will be out of town. Everyone agreed to this.

3. Rhonda talked her meeting with the people involved in the “strengthened” assessment areas. They are:

Critical Thinking -- Brad Wray & John Smith  
Writing – Robert Moore & Michael Murphy  
Math -- Jack Narayan & Terry Tiballi

These people will attend the assessment conference and consider whether we should use a rubric or standardized exam. Both Robert Moore and Jack Narayan are on the Discipline-based panels, so it is likely that the rubrics that come from those groups will be usable.

Campuses have to submit their updated assessment plan by November in which they detail how they’ll approach strengthened campus-based assessment.

4. There was discussion of assessment for the Writing Plans. Several points were raised.

With so many adjuncts, it is difficult to ask them to conduct assessment in ENG102.

It was suggested that a team be formed to design an assessment approach for Writing Across the Curriculum. Sampling could be discipline based (e.g., the “Capstone” or other advanced-level writing course in the major), or the Intellectual Issues courses could be sampled.

If the assessment results suggest the need for remediation, the WAC Committee could be re-formed to assist with improving writing.

Robert & Rhonda have been asked by TFAQ to meet with them in order to discuss the GenEd Writing Across the Curriculum program.

5. Guest Brad Wray from Philosophy discussed his department’s view of the implications of dissolving the Critical Thinking list of courses and moving this competency into the major program of study.

Brad said that his department had discussed moving to an infusion model, voted against the idea, and he urged us to reject any changes.

He noted that 18% of students in Critical Thinking take the Philosophy courses and 20% of Philosophy’s teaching is in the Critical Thinking courses.

Brad provided four reasons for keeping the Critical Thinking category:

- A. It fulfils the Board of Trustees’ mandate.
- B. It is a basic skill needed by incoming students
- C. The course is taught in a manner that allows transference of skills. This is the purpose of General Education.
- D. There is evidence that the skills are transferable. A cited study indicates that Philosophy majors compete well on tests that measure basic skills.

6. Pam Michael and Joyce Smith from Curriculum & Instruction will meet with the Council on 4/18/05.

7. Adjourned

Submitted by R. Cole

General Education Council  
Minutes 04/18/2005

Present: R. Cole, L. Fuller, C. LaLonde, J. LaManna, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 3/28/05 were approved 5-0-0.
2. General announcements and updates.
  - a) GenEd was represented at the university's Open Houses.
  - b) Students who take CAS490, the ORI course offered by David Vampola & Rhonda Mandel, can receive II-S&S credit for the fall 2005 semester only. And, only if they are Juniors/Seniors.
  - c) The Science Planning subcommittee received a report from Chemistry regarding mounting labs for all students. They are awaiting reports from the other sciences before sending a final report. The group expressed philosophical support for the idea.
3. Guests Pam Michel & Joyce Smith from Curriculum & Instruction discussed their department's view of the implications of dissolving the Critical Thinking list of courses and moving this competency into the major program of study.

They have no problem with infusion/embedding this competency. There was discussion of how they might shift their resources to provide GenEd courses in American History (e.g., History of American Education System), the Humanities (e.g., Philosophy of Education), Social & Behavioral Sciences, etc.

Pam agreed to the following three points:

- a) They will support the removal of the Critical Thinking category.
  - b) They will continue to contribute to the General Education Program.
  - c) They will continue to support the Preceptor requirement.
4. GLS 100 Global Cities was discussed for approval as a Humanities course. The UCC Course Proposal looks promising, but more evidence is needed to demonstrate that extensive attention is paid to the humanities. Tom Larson and David King will be asked for copies of their course syllabi for London and Dublin, respectively.
  5. There was discussion regarding GenEd requirements for students in "3-2 programs." There appears to be no basis for granting concessions to these students inasmuch as anyone from a dense program could ask for the same relief.

## 6. Adjourned

Submitted by R. Cole

General Education Council  
Minutes 05/02/2005

Present: D. Bozak, R. Cole, L. Fuller, G. Graham, C. LaLonde, J. LaManna, R. Mandel, D. Parsons, K. Shaw.

1. Minutes from 4/18/05 were not available for approved.
2. General announcements and updates.
  - a) The “Strengthened” campus-based assessment conference, held in Syracuse on 4/27 and 4/28 gave good information about standardized tests available from vendors and about the rubrics that are in development. We might trial the CAPP Critical Thinking exam for fall students who seek a waiver.
  - b) GenEd Council will try to meet twice this summer.
  - c) These terms will need to be filled for Fall, 2005:

School of Business (3-year term)  
Humanities (3-year term)  
F&PA/Library (spring semester sabbatical replacement)

3. Robert & Rhonda met with TFAQ, at their request, to discuss the GenEd Writing Across the Curriculum program. TFAQ was assured that the GenEd Council was very interested in assessing the efficacy of the writing program. Rhonda spoke to them about here intent to pull together a team to design an assessment approach for Writing Across the Curriculum.

TFAQ has been disbanded, since it was a task force. Their work will be taken up by the now-forming Advisory Committee on Academic Quality that the Provost is forming. This new committee will continue the interest in WAC.

4. Discussion ensued regarding assessment of Oral Competency. It was suggested that faculty videotape student presentations and send those in for evaluation. Or, instructors could have a colleague come in to their class and conduct the assessment. Similarly, students can be given an assessment protocol/rubric and use it to evaluate peers, outside speakers, videotaped presentations, etc. The quality of the students’ assessments would

yield data about their ability to “evaluate an oral presentation according to established criteria.”

A rubric needs to be developed so faculty can determine if their students have developed “proficiency in oral discourse.”

5. Assessment of Intellectual Issues courses was discussed. Rhonda has been conducting focus groups with students as part of the Catalyst project. Very early findings suggest that perhaps “Issues” are not easily identified. Rhonda will explore creating a web-based survey in which students who’ve recently completed an II course would provide responses.

Because there are no Learning Outcomes established for the category, faculty will be asked if they want to share the learning outcomes specific to their courses. These will be used to develop a set of outcomes for all II courses.

There was also discussion about possibly embedding/infusing Critical Thinking in the Intellectual Issues courses.

6. Adjourned

Submitted by R. Cole