General Education Council
Minutes
4.25.11

Council Present:
J. Moxzygemba-Health Professions
R. Shanmugam-Health Professions
C. Hazlewood-Science
K. Peirce-Fine Arts and Communication
S. Beebe-Liberal Arts
S. O'Neal-Education
P. Suckling-Chair Representative
G. Passy-Science
R. Cook- Business Administration
Council Absent:
E. Blunk-Applied Arts
W. Stone-Applied Arts
E. Erhart-Liberal Arts
V. Luizzi-Chair Representative
M. Houser-Fine Arts and Communication
J. Walker-Education
J. Bible-McCoy Business Administration
Student Representative
Student Representative

Meeting convened at 3:37 p.m.

Motion: Memo presented from Dr. Donnelly to change PHYS 140-1420 to
PHYS 1315, 1115 and 1325, 1125. C. Hazlewood so moved. G. Passy seconds
the motion.
Approved unanimously.

Motion: Memo presented from Dr. Fleming to the following changes to the core
curriculum: add DAN 2210 and delete DAN 2208. S. Beebe so moved. K.
Peirce seconds the motion.
Approved unanimously.

Review objectives for learning outcomes
Review of common syllabus templates—send suggestion to D. Thorne

Review of UEAC handout on competencies

Review Recommendation 4: Map Core Curriculum Objectives to Foundational
Component Areas

Additional Institutional Option Courses:
US 1100
PE
Oral Communication
Philosophy

Meeting adjourned at 4:22 p.m.
General Education Council

Dear Council,

The Physics Department has made some curriculum changes that impact General Education, and I wanted to bring these to your attention and request that the new courses be recognized as General Education options for science. The curriculum changes are as follows: PHYS1410 (General Physics I) and PHYS1420 (General Physics II) will be deleted, and replaced with PHYS1315 (General Physics I) and PHYS1115 (General Physics I Laboratory), and PHYS1325 (General Physics II) and PHYS1125 (General Physics II Laboratory). The faculty elected to make this change for several reasons. The two primary reasons were: 1. The faculty felt that students should earn passing grades in both the laboratory and lecture parts of the course, and with the combined courses, it was possible for students to pass the class without passing both the laboratory and the lecture. 2. Many students are able to pass the laboratory portion of the course, but not the lecture portion. For these students, separating lecture and lab only requires them to repeat the lecture portion. These changes have been approved by the University Curriculum Committee, so we are requesting that they be substituted for the General Education option in science. I will be happy to answer any questions you might have.

Sincerely,

Dr. David Donnelly
Professor and Chair
15 April 2011  
To: Dr. Ron Brown  
From: Dr. John Fleming  
Subject: Proposal to Change Dance Courses in University Core

The Department of Theatre and Dance is requesting the elimination of DAN 2208 (Dance Composition I) from the University Core as a PFW credit. At the same time we are requesting the addition of DAN 2210 (Contact Improvisation) as a new option for the University Core PFW requirements.

The other University Core dance options (DAN 1160, 1170, 180, 1190, 2161, 2181, 2191) are all dance technique classes that involve vigorous, physical activity. They are an “exercise class” whose function includes providing a cardiovascular workout.

The DAN 2208 class should be removed because the emphasis is on choreography and composition. In other words, while there is still a movement/physical fitness component, a greater amount of time is spent watching the choreography of others and learning how to give feedback. The focus is on their growth as choreographers and adjudicators, not as much on movement.

The request to add DAN 2210 is based on the fact that it is a physically intense class. Students learn how to move their own bodies and how to partner each other in ways that challenge their Strength, Flexibility and Coordination. For dancers this practice facilitates partnering and expands choreographic choices. For actors this practice facilitates embodiment of characters and physical action on the stage. For all, this course facilitates reduction of injury in the practice of craft.

The proposed changes were initiated by faculty and would be beneficial to students. The request is to make the elimination of DAN 2208 and the addition of DAN 2210 effective with the Fall 2011 catalog.

Thank you for your consideration.
Report on General Education Course Syllabi
Information from this GEC Report will be shared with Dr. Thorne for HR 2504 Audit Purposes

Name of GEC Member: Dr. Philip Suckling

Courses Reviewed (i.e. English 1310): Math 1315 and Math 1316

Were the syllabi assigned randomly to you compliant with the Component Checklist? yes

Please comment on any patterns of non-compliance that need the General Education Council’s attention and commend where appropriate departmental compliance with the Council’s component expectations (i.e., electronic image of course textbooks included):

The only non-compliant item was that the “General education Learning Outcomes for designated courses” was not explicitly referenced in two of the six sections reviewed for Math 1315 (sec 254 by MacInnis; and section 259 by Westbrook) and in three of the five sections reviewed for Math 1316 (sec 253 by Jones; sec 255 by Tennant; and sec 256 by Peterson).

All other items on the syllabi check list were in compliance.

Please submit electronically the Component Check Lists and this report to Ms. Sarah Pivonka (sp15).
Report on General Education Course Syllabi (Math 1329 & 2321)

Name of GEC Member: William E. Stone

Courses Reviewed: Math 1329 and 2321

Were the syllabi assigned randomly to you? Yes

In reviewing the syllabi for the math courses, the most consistent problem was that the GEC learning objectives were not reflected in the learning objectives section of the documents. Generally, the courses had learning objectives that seemed appropriate for the courses, but did not address the GEC objectives (see below). In most cases it would seem that the GEC objectives are "inherent" in the objectives provided, but not expressly stated. The council needs to determine how explicitly we expect the GEC objectives to be reflected. What we might suggest is a common statement that the course meets the GEC objectives with a link to the objectives, like we link to the Honor Code. This would allow the syllabi to maintain a "logical" set of course objectives and still meet the GEC's needs.

Math XXXX fulfills the mathematics component of the General Education Core and includes the GEC math learning objectives. Please see: http://www.txstate.edu/ucollege/General-Education-Council/Comp-tables/math.html

The other problems detected were minor and involved such issues as including a statement about the Honor Code but not providing a link to the Honor Code PPS (See Check Sheets).

Exemplary Educational Objectives Math

The student will be able to:

1. apply arithmetic, algebraic, geometric, higher order thinking, and statistical methods to modeling and solving real-world situations;

2. represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically;

3. expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments;
4. use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results;

5. interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them;

6. recognize the limitations of mathematical and statistical models;

7. develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

Please submit electronically the Component Check Lists and this report to Ms. Sarah Pivonka (sp15).
Report on General Education Course Syllabi
Information from this GEC Report will be shared with Dr. Thorne for HR 2504 Audit Purposes

Name of GEC Member:
   Sue Beebe

Courses Reviewed (i.e. English 1310):
   Math 2417 and Math 2471

Were the syllabi assigned randomly to you compliant with the Component Checklist?
The Math 2417 and 2471 were generally compliant with all items of the Component Checklist except for the General Education Learning Outcomes.

Please comment on any patterns of non-compliance that need the General Education Council’s attention and commend where appropriate departmental compliance with the Council’s component expectations (i.e., electronic image of course textbooks included):

   Non-compliance: As noted above, the only pattern of non-compliance is the lack of General Education Learning Outcomes in all syllabi reviewed.

   Commendation: The Department of Math has developed a syllabus template that is being used by most 2417 and 2471 instructors and that enhances the ease with which one can find the various syllabus components.
Report on General Education Course Syllabi
Information from this GEC Report will be shared with Dr. Thorne for HR 2504 Audit Purposes

Name of GEC Member: Jackie Moczygemba

Courses Reviewed (i.e. English 1310):

- Communication 1310
  - Dr. Gilbert L Clardy (Section 261)
  - Delissa J Perez (Section 269)
  - Jill Wallace (Section 260)
  - Lisa Furler (Section 251)
  - Dr. Thomas R Cheatham (Section 253)

Were the syllabi assigned randomly to you compliant with the Component Checklist? No

Please comment on any patterns of non-compliance that need the General Education Council's attention and commend where appropriate departmental compliance with the Council's component expectations (i.e., electronic image of course textbooks included):

The same course syllabus is used for all of the above sections. When reviewing each one against the check list, I found that they are all lacking the following:

- Instructor's name, office number, office telephone number and email address
- Names and email addresses of teaching assistants, laboratory assistants, graders or supplemental instructors as appropriate
- Office hours
  
  In the above areas of the syllabus, the data fields are blank.

Additional note: the date/time for the final examination is also missing but in this course, it is clear from the grading policy that a final exam is not given.