Proposals to Change the General Education Core Curriculum

January 9, 2013

Contents

Overview of Proposals	3
ADDED 2-18:	4
Proposal #1—Align General Education Core with Revised BOR Policy	5
Approved by Academic Advisory Council: 9/23/2012	6
Proposal #2: Upper-Level Course Prerequisite	7
Approved by Academic Advisory Council: 2/18/2013	7
Proposal #3 Revised General Education Core Curriculum	8
Mission	8
Institutional Mission Reference	8
Learning Competencies	8
General Education Core Curriculum Guide	8
Area A—Basic Skills.	8
Freshman Foundations & Students in Transition	8
English	8
Mathematics	9
Area B—Natural Sciences.	9
Area C—Humanities	11
Area D—Fine Arts	12
Area E—Social/Behavioral Sciences	12
Proposal #4 Assessing Program Outcomes	14
Assessment Cycle & Instruments	17
Steps to be Taken	17
Proposal #5: Writing Enriched Course Requirements	18
Proposal #6: Guidelines for General Education Advisory Council	19
Proposal #7 Inclusion in Strategic Plan	20

Overview of Proposals

This document details proposals for making substantial changes to the McNeese general education core curriculum. It comes in response to, among other things, recent changes to State general education requirements made by the Board of Regents in May 2012. The proposed changes seek to streamline general education offerings, clarify outcomes and assessments, and meet program and student needs.

- 1. Proposal one seeks to establish background and a plan for proceeding with general education revisions and to eliminate the international education and computer literacy components formerly required by the BOR but eliminated in May 2012. This proposal was submitted to the Academic Advisory Council in September of 2012. At that time, AAC agreed in principle to the changes to align with Board of Regents revisions and, in particular, the elimination of the computer competency and international education requirements.
- 2. Proposal two is designed to ensure that students enrolling in upper-level coursework have successfully completed some of the more fundamental coursework associated with general education.
- 3. Proposal three follows some of the recommendation set forth in proposal one. Specifically, this proposal revised the general education core curriculum and reduces the total number of competencies associated with the curriculum. More specifically, the proposed core
 - a. Clarifies the general education mission and learning outcomes (competencies) associated with the core curriculum;
 - b. Limits the selection of courses for general education/core curriculum fulfillment based on several factors including but not limited to program demand and a five-year average enrollment;
 - c. Aligns learning outcomes to broad, disciplinary areas (one outcome per area for assessment);
 - d. Retains, to the extent possible, current competencies and outcomes, and proposes a modification to one current outcome (Fine Arts).
- 4. Proposal four is contingent upon three as it consists of the assessment system for general education. Notably, many of the competencies we have already been assessing are retained in this proposal with some modification regarding the Fine Arts outcome.
- 5. Proposal five concerns adjustments associated with the Quality Enhancement Plan, specifically writing-enriched requirements.
- 6. Proposal six is more of a recommendation of guidelines for the General Education Advisory Council to apply when reviewing the general education program.
- 7. Proposal seven advocates for these policies and subsequent implementation follow-up to serve as an objective in the McNeese 5-year strategic plan.

Finally, to talk practicality and process, I hope to gather feedback from all units and formalize a plan during spring semester 2013. Feedback on any and all aspects of these proposals is

encouraged. Upon approval, a final plan would go through the curriculum process, including faculty senate approval, before becoming part of the 2013-2014 catalog. From the research I have done, I do not believe the proposed program would require any immediate curriculum change on the part of any program. Thus, it could simply slip into the catalog in lieu of what is there and not run afoul of the current structure of any degree program. It may, however, result in program changes in the upcoming year; however, that would be a program-specific decision. Subsequent follow-up on several components associated with these proposals, particularly as they impact assessment, will also need to occur beginning late spring 2013.

ADDED 2-18:

To clarify: adoption of these changes would be effective fall 2013 for the class entering at that time. All current students would continue with the catalog they came in under. Programs needing to make curriculum changes to comply with the proposed general education core, may wait until the fall to do so; however, the core curriculum will supersede what is current identified in their program for fall 2013 incoming students. For example, see the following Note in ULM's current catalog:

Approval of the above Core Curriculum occurred late enough in the catalog production cycle that changes could not be made throughout this document. Any differences between the listing above and references to the Core Curriculum later in this catalog should be resolved in favor of the listing above.

Proposal #1—Align General Education Core with Revised BOR Policy

(AAC Memo—McNeese General Education Program & Assessment. Submitted to AAC Sep 23, 2012: this was done largely to address an immediate question from UCC regarding the computer literacy competency and international education.)

A general education program consists of two interrelated elements: <u>inputs</u>, which consist of coursework; <u>outputs</u>, which consist of learning expectations which are assessed as part of the program. Until recently, the LA Board of Regents dictated both the inputs and the outputs of Louisiana institutions' general education programs. Since May 2012, the Board has modified the inputs by redefining areas and eliminating some of these inputs; furthermore, the Regents has completely eliminated its specificity of the type of outputs that institutions' general education programs should have. SACSCOC member institutions, however, must maintain these outputs by defining and assessing general education student learning outcomes.

Regents Changes

<u>INPUTS</u>: The Louisiana Board of Regents requires that students earning college degrees complete general education coursework in the following areas for a total of 39 hours in partial fulfillment for a bachelor's degree.

- English (6)
- Mathematics/Analytical Reasoning (6)
- Natural/Life Sciences (9)
- Humanities (9)
- Fine Arts (3)
- Social Science (6)

Prior to May 2012, the Board of Regents also required that general education programs include an international education element, a computer literacy element, and that all programs include a capstone. The Board has eliminated these requirements. Additionally, prior to May 2012, the Board included oral communication as a required element of a general education program. Current Board language does not specify this requirement.

<u>OUTPUTS</u>: *Prior to May 2012*, the Board of Regents specified general education learning competencies that institutions were required to use as the outcomes for their general education programs. The Board has eliminated these competencies.

Steps for Revising our Program

- 1. <u>Align with BOR Inputs</u>: for the 2013-2014 academic year McNeese should choose to align with the revised Board of Regents requirements for inputs. This would effectively eliminate the international education and computer literacy requirements. Since as an institution, McNeese has decided that the capstone experience is essential to all of its programs, we should maintain this feature of our curricula.
- 2. <u>Identify Outputs</u>: Specifically, revise and reduce learning outcomes to a manageable number such that each outcome is directly linked to one of the subject matter areas for a total of 6 or at most 7 learning outcomes.
- 3. Assessment (1): Link outcomes to courses in each subject area for assessment.

- 4. <u>Assessment (2) Schedule</u>: Develop a schedule for general education assessment for obtaining useful results in a manageable system so that improvements can be made. For example, outcomes associated with subject matter areas could be assessed in 2 or 3 year cycles:
 - a. <u>Cycle 1</u>: Assess competencies associated with Humanities and Fine Arts subject areas;
 - b. <u>Cycle 2</u>: Assess competencies associated with Mathematics and Sciences subject areas;
 - c. <u>Cycle 3</u>: Assess competencies associated with English and Social Science subject areas.

Some Considerations

- 1. All students should take courses that make up the general education curriculum.
- 2. Programs should review curriculum maps to ensure that students take courses in these areas and meet the Board's requirement for general education.
- 3. Discipline-specific or majors only courses should <u>not</u> be used to meet general education competencies for assessment.
- 4. All courses that assess general education should be in the spirit of general education as defined in paragraph two of Regents Academic Affairs Policy 2.16.
- 5. Not every student needs to be assessed on every competency in every general education class. Thus, students may take courses that fulfill general education, but do not take assessment of a specific competency. As such, programs would only be required to ensure that students take the inputs. The assessment system would function to evaluate the outputs at different points, according to the cycle.
- 6. A smaller selection of courses should be used for assessment purposes, courses that tend to draw a larger population of students and that serve a broad range of majors. It may be presumed, for instance, that a student who enters McNeese and takes MATH/STAT 231 successfully, already possesses the competencies that would be assessed in MATH 113.

Approved by Academic Advisory Council: 9/23/2012

Proposal #2: Upper-Level Course Prerequisite

(Effective Fall 2013)

Full-time students seeking the baccalaureate degree must successfully complete certain general education prerequisites prior to enrolling in upper level (300 and 400) courses. Additional prerequisites may be required depending upon specific degree program requirements. Students should meet with their faculty advisor to discuss optimal course scheduling according to the degree plan.

General Education Prerequisites Must be Successfully Completed (D or Better) Prior to Enrollment in				
Upper Level Courses				
Math	3 credit hours			
English	6 credit hours			
Science	3 credit hours			

Approved by Academic Advisory Council: 2/18/2013

Proposal #3 Revised General Education Core Curriculum

Note: Next to each course title you will see the number of credit hours in parenthesis followed by 1.) The former BOR competency assessed—for reference only; 2.) Designation as writing-enriched—current status; 3.) The five-year average enrollment per academic year.

Mission

McNeese State University's general education curriculum consists of coursework from six, broad disciplinary areas: Writing, Mathematics, Natural Sciences, Humanities, Social and Behavioral Sciences, and Fine Arts. The mission of this core curriculum is to provide students with a foundation of knowledge, skills, and methods of inquiry that support advanced study in their chosen degree program and constitute the characteristics of an informed, college-educated citizen.

Institutional Mission Reference

The broad, skills-based curriculum supports the university's mission to offer an array of programs with foundations in these disciplinary areas that serve the students and community of the Southwest Louisiana region and beyond.

Learning Competencies

Upon completion of the general education curriculum, students will be able to

- 1. Communicate effectively in written English (Area A1-English);
- 2. Critically evaluate numerical data and use quantitative analytical skills to solve problems (Area A2-Mathematics);
- 3. Understand and apply the principles of the scientific method (Area B-Natural Sciences);
- 4. Demonstrate abstract reasoning and critical thinking (Area C-Humanities);
- 5. Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them (Area D-Fine Arts);
- 6. Learn independently by applying concepts from social and behavioral sciences to a variety of situations (Area E-Social/Behavioral Sciences).

General Education Core Curriculum Guide

Area A—Basic Skills.

13-hours

Freshman Foundations & Students in Transition

1-hour

Course Outcomes: Upon completion of FFND 101, students will be able to

- 1. Demonstrate an understanding of the demands of college-level study and appropriate strategies for successfully meeting those demands;
- 2. Demonstrate familiarity with basic knowledge and skills associated with their chosen discipline and program of study;
- 3. Demonstrate an awareness of the range of resources associated with campus life and learning.
 - FFND 101 Freshman Foundations (1)

English

6-hours

Competency: To communicate effectively in written English

* Courses for Assessment

Choose BOTH:

- ENGL 101 Composition 1* (3) (or ENGL 105H) 1a, 2. WE. 832
- ENGL 102 Composition 2* (3) (or ENGL 106H) 1a, 2, 3, 7. WE. **729**

Mathematics

6-hours

Competency: Critically evaluate numerical data and use quantitative analytical skills to solve problems

* Possible Courses for Assessment

Choose TWO from the appropriate category:

Majors: Business

- MATH 113* College Algebra (3) 4. **934**
- MATH 130 Finite Mathematics (3) 4. **240**

Majors: Engineering

- MATH 190 Calculus 1 (4) 3, 4. **111**
- MATH 291 Calculus 2 (4) **N/A**

Majors: Engineering Technology, Health and Human Performance, Clinical Laboratory Science, Radiologic Science, Biology, Computer Science, Nutrition, Math, Chemistry, Psychology

- MATH 170* Precalculus College Algebra (3) 3, 4. WE. **394**
- MATH 190 (Chemistry) Calculus 1 (4) 3, 4. **111**
- MATH 175 Precalculus 2 (3) 4. **189**
- MATH/STAT 231* Elementary Probability and Statistical Inference (3) 4. WE.
 330

Majors: Education, Nursing, Sociology, Government, Criminal Justice, Mass Communication, Humanities

- MATH 113 College Algebra (3) 4. **934**
- MATH 170* Precalculus College Algebra (3) 3, 4. WE. **394**
- MATH 122 Mathematics for Elementary School Teachers (3) (Education-only) 4.
 144
- MATH/STAT 231* Elementary Probability and Statistical Inference (3) (Athletic Training, Sociology, Government, CJUS, Nursing, MCOM) 4. WE. **330**

Area B—Natural Sciences.

9-hours

Competency: To understand and apply the principles of the scientific method * Possible Courses for Assessment

Choose **THREE** from the following (Individual programs may require specific courses and labs): Louisiana Board of Regents specifies: BAS, BA, BS, and B degrees shall require the successful completion of at least nine hours of natural science, as follows: six hours shall be earned in a single life or physical science; the remaining three hours must be earned in a natural science area other than that previously selected (both life and physical sciences must be taken to fulfill this requirement).

Category: Life Sciences

- BIOL 101* Introduction to Biology (3) 5. **557**
- BIOL 102 Introduction to Biology II (3) 1a, 5. WE. 116
- BIOL 105 Living World (3) 5. 288
- BIOL 106* Living World II (3) 1a, 5. WE. **168**
- BIOL 201 Microbiology (4) WE. **175.** (Added 2-19)
- BIOL 225 Human Anatomy and Physiology I (4) 5. **293**
- BIOL 226 Human Anatomy and Physiology II (4) 5. **191**
- ENSC 101*General Environmental Science I (3) 5. **169**
- ENSC 102 General Environmental Science II (3) 5. WE. 73

Category: Physical Sciences

- CHEM 101* General Chemistry I (4) 1a, 4, 5. WE. **258** (**Required for Engineering & Engineering Technology Majors**)
- CHEM 102 General Chemistry II (4) 1a, 4, 5. WE. **144** (**Required for Engineering Majors**)
- CHEM 120 Integrated Chemistry (3) N/A. N/A. (Added 2-19)
- CHEM 135 Applications of Chemistry to Modern Lifestyles (3) 1a. WE. **150**
- CHEM 136 Chemical Issues in the Environment (3) 1a, 7. WE. 113
- ENSC 101*General Environmental Science I (3) 5. 169
- ENSC 102 General Environmental Science II (3) 5. WE. **73**
- GEOL 101 Physical Geology (3) 5. **77**
- GEOL 102 Historical Geology (3) 1a, 4, 5 **16**
- PHSC 101 Physical Science (3) 5. WE. **137**
- PHSC 102 Introductory Astronomy (3) 1a, 5 44
- PHSC 235 Physical Science for Elementary School Teachers I (3) 3, 4. 49
- PHYS 151 Introductory Applied Physics I (4) 4, 5. WE. **34** (**Required for Engineering & Engineering Technology Majors**)
- PHYS 211* University Physics I (3) 4, 5. **58**
- PHYS 212 University Physics II (3) 4 26

Area C—Humanities

9-hours

Competency: Demonstrate abstract reasoning and critical thinking.

* Possible Courses for Assessment

Category: Literature (Required for All Majors)

Choose **ONE** from the following: (NOTE: SACSCOC General Education Standards requires that Humanities include a literature component.)

- ENGL 201 Survey of English Literature (3) 1a, 2. WE. **101**
- ENGL 202* Survey of English Literature (3) 1a, 2. WE. **75**
- ENGL 203* Introduction to Literature I (3) 1a, 2, 3. WE. **24** (**Recommended for non-liberal arts majors**)
- ENGL 204 Introduction to Literature II (3) 1a, 2, 3. WE. **14** (**Recommended for non-liberal arts majors**)
- ENGL 221 Classical Mythology (3) 1a, 8, 10. WE. **76 (Recommended for non-liberal arts majors)**

Category: History (Required for All Majors)

Choose **ONE** from the following:

- HIST 101* European History to 1648 (3) 1a, 2, 8, 10. WE. **119**
- HIST 102* European History since 1648 (3) 1a, 2, 8, 10. WE. **119**
- HIST 121 World Civilization to 1500 (3) 1a, 2, 8, 10. WE. **55**
- HIST 122 World Civilization since 1500 (3) 1a, 2, 8, 10. WE. **63**
- HIST 201* American History to 1877 (3) 1a, 8, 10, 11a, 11b. WE. **575**
- HIST 202* American History since 1877 (3) 1a, 8, 10, 11a, 11b. WE. **581**

Category: Broad Humanities

Choose ONE from Below **OR** TWO from History Category above:

- COMM 201 Fundamentals of Public Speaking (3) 1b. 565 (Added 3-4)
- COMM 205 Interpersonal Communication (3) 1b. 303 (Added 3-4)
- HUMN 105H Honors Humanities: Ancient, Medieval, Modern (3) 1a, 8, WE. 20 (fall only)—Honors College Students only
- PHIL 102* Critical Thinking (3) 2, 3. **85**
- PHIL 201 Introduction to Philosophy (3) 1a, 2, 3. WE. 100
- PHIL 251* Biomedical Ethics and Decision Making (3) 4. **195** (**Required for Health Science Majors**)
- PHIL 252 Ethics in the Sciences (3) WE. 19 (Added 2-18)
- RELS 201 Study of Religion (3). **23**
- RELS 211 World Religions (3). **24**
- WMST 201* Introduction to Women's & Gender Studies (3) 1a, 7, 8, 19. WE. 25
- FREN 201 Intermediate French (3) 8, 10. 9

- FREN 202 Intermediate French (3) 8, 10. 7
- LATN 201 Intermediate Latin (3) 8, 10, 5
- LATN 202 Intermediate Latin (3) 8, 10. **4**
- SPAN 201 Intermediate Spanish (3) 8, 10. 26
- SPAN 202 Intermediate Spanish (3) 8, 10. **19**

Area D—Fine Arts

3-hours

Competency: Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them.

* Possible Courses for Assessment

Choose ONE of the following (individual programs may require specific courses):

- ART 101* Basic Design (3) 1a, 9. WE. **61**
- ART 102 Basic Design (3) 1a, 9. WE. **42**
- ART 105 Art and the Computer (3) 1a, 6, 9. WE. **61**
- ART 217 Drawing (3) 1a, 9. WE. **37**
- ART 228 Introduction to Photography (3) 9. **36**
- ART 245 Introduction to Clay (3) 9. 48
- ART 251*Visual Arts Survey (3) 1a, 9. WE. **36** (*Was 351*)
- ART 261 Art History: Ancient through Medieval (3) 9. **56** (*Was 361*)
- ART 262 Art History: Renaissance through Romanticism (3) 9. **61** (*Was 362*)
- ART 263 Art History: Origins of Modern Art (3) 9. 40 (Was 363)
- ART 331 Art Education (3) 1a, 9. **53**
- ART 365 History of Film (3) 9. **35**
- ENGL 271 Creative Writing Workshop—Fiction (3) N/A
- ENGL 272 Creative Writing Workshop—Poetry (3) N/A
- MUSC 315* Music Appreciation (3) 8, 9, 10. **151** (Will become 200-level)
- MUSC 318 Music in Today's Society (3) 8, 9, 10. 63
- MUSC 353 The History of Rock and Roll (3) 9. 35
- THEA 161* Theatre Arts Appreciation (3) 9. **185**

Area E—Social/Behavioral Sciences

6-hours

Competency: To Learn Independently by applying concepts from social and behavioral sciences to a variety of situations.

* Possible Courses for Assessment

Choose TWO of the following (individual programs may require specific courses):

- ANTH 201 Cultural Anthropology (3). 28
- ANTH 203 Archaeology/Prehistory Origins of Society (3). 29
- CJUS 111* Introduction to Criminal Justice (3). 91

- ECON 201* Fundamentals of Economics (3) 11b. N/A
- FIN 201 Financial Literacy (3) N/A
- GEOG 111* Introduction to Geography (3) 2. **103**
- GEOG 221 Geography of Louisiana (3) 2. 49
- GOVT 201* American Government (3) 11a. 233
- INOV 180 Innovation Engineering I- Create (3) N/A
- PSYC 101* Introduction to Psychology (3) 5, 8, 10. WE. **798**
- PSYC 211 Educational Psychology (3). N/A. N/A (Education majors only) (Added 2-18)
- PSYC 233 Psychology of Human Development (3). N/A. N/A. (Required for Nursing Majors) (Added 2-19)
- PSYC 310 Child Psychology (3) 8, 10. **154**
- PSYC 311 Adolescent Psychology (3) 8, 10. **185**
- SOCL 201* Introduction to Sociology (3) 5. 233
- SOCL 211 Social Problems (3) 8, 10. **109**

Proposal #4 Assessing Program Outcomes

The proposed general education core curriculum includes six competencies, five of which are derived from the previous general education curriculum with one competency modified to fit a focus on intellectual skills rather than content or dispositions. The chart below identifies the competency, associated outcomes, and assessment methods in place already. Notice that in the disciplinary areas on the previous pages, certain courses are asterisked * for assessment. In some cases, these are courses that already do some type of assessment for general education, although it may be for different competencies. The specific courses that would perform assessment would also have to be determined. The biggest change is that no course would assess more than one competency as required by this program and not all courses would have to do assessment. It is understood that courses not tagged for assessment would nonetheless emphasize and reinforce the skills associated with the disciplinary competency. Rather, a smaller number of classes with typically larger enrollments would provide a big enough sample to make some judgments. Additionally, any of these courses may be called upon to develop specific assessments depending on a review of data done by GEAC.

General Education Competencies/Student Learning Outcomes/Assessment Activities

The following chart was developed prior to our last SACSCOC reaffirmation in 2007 in response to the need to develop a general education assessment system. This newly proposed system seeks to continue much of that effort with fewer competencies required and a schedule for reviewing assessment data.

	General Education Competency	Sample Student Learning Outcomes The student will be able to:	Sample Course Embedded Assessment Activities/Experiences/Measures
1.	To communicate effectively in written English	 In essay writing demonstrate an awareness of the rhetorical principles of audience and purpose; construct logically ordered, adequately developed, unified paragraphs; construct grammatically correct sentences using a variety of structures; demonstrate mastery of standard American English usage and mechanics. 	ENGL 101—first essay ENGL 102—third essay Rubric assessed; holistic score
2.	Critically evaluate numerical data and use quantitative analytical skills to solve problems	 display, summarize and interpret numerical data in various forms. demonstrate computational skills necessary for problem solving and mathematical modeling. create, interpret, and revise models to solve problems presented in the context of real world situations. 	Embedded Test Items Departmental Final Exam
3.	To understand and apply the principles of the scientific method	 formulate a reasonable hypothesis to explain natural phenomena; design appropriate experiments to test hypotheses; draw sound conclusions based on empirical evidence; distinguish between a hypothesis and a theory; 	Scientific Method Assessment Instrument
4.	To reason abstractly and think critically	 identify and evaluate problems, arguments, and consequences; defend positions or conclusions based on well-supported arguments; demonstrate the ability to identify and ignore misperceptions and make reflective decisions. 	Embedded Test Items Essays Class Discussion

5.	Develop the ability to recognize fine and performing arts as expressions of human experience and to make informed judgments about them	demonstrate an understanding of the nature of the art, its cultural significance and its value to the human experience that translates into a lifelong appreciation and advocacy. TBD—Revised?	Entrance/Exit Survey Embedded Test Items TBD—Revised?
6.	To Learn Independently by applying concepts from social and behavioral sciences to a variety of situations	 recognize the need for information and the type of information required to complete a task; identify, locate, and access information in a variety of formats; demonstrate intellectual curiosity. 	Research Paper Inquiry Assignments (use of non-classroom resources) Embedded Test Items

Assessment Cycle & Instruments

Data will be collected each semester from all courses designated for assessment; however, data will be more closely studied by GEAC according to the following 3-year cycle:

- 1. Basic Skills—English and math
- 2. Science and Humanities
- 3. Social/Behavioral Sciences and Fine Arts

Additional data sources for assessment purposes will include the National Survey of Student Engagement (or other similar instrument), the Grad Fest survey, and the ETS Midpoint Assessment of Academic Progress.

Steps to be Taken

Above adoption of these policies, faculty groups associated with disciplinary areas and competencies should meet to review courses and assessments in anticipation of implementation for fall 2013. GEAC will further review and develop this system and support any revisions to assessments as necessary.

Proposal #5: Writing Enriched Course Requirements

Since nearly the inception of the QEP it has been a requirement that students take a total of 31 hours of writing enriched coursework: 19 at the general education level, 12 in the program. For a variety of reasons, we have modified the assessment of the writing enriched program to take data from only a few points at the general education level, but have retained, thus far, the 19 hour requirement, the status of WE as associated with a given course, and the requirement that with that designation, at least 20% of the course grade comes from written work, whether formal or informal, usually a mix.

In the spirit of creating an efficient general education program that produces reliable results about student intellectual skills development, it seems counterproductive to offer a program as outlined that gives students a variety of choice while maintaining a focused core, and then further restrict them by requiring such a large number of WE credit hours. Thus, my proposal is that at the general education level, all programs shall require 12 hours of writing enriched coursework to be taken from at least three different disciplinary areas. Since English accounts for 6 of those twelve, that means students need only take six more hours from two different discipline areas, e.g. Natural Sciences, Humanities. Given that programs must still require 12 hours at the disciplinary level and that writing continues to be a skill assessed at the program level as a university-wide outcome, a focus on the spirit of the QEP would be maintained.

The same standards and expectations that existed for making a course writing enriched would remain, but the number of hours required by students would be reduced.

As with all other facets of this proposal, any courses wishing to change their WE designation (either add or remove), should do so at this time.

Proposal #6: Guidelines for General Education Advisory Council

The General Education Advisory Council (GEAC) should adopt a program of periodic review of general education curriculum courses to include appropriateness for inclusion in the curriculum, annual enrollments, and outcomes attainment. The Council should also develop clear criteria for certifying and de-certifying courses as part of the General Education curriculum. Among criteria for inclusion should be the following:

- 1. With some criteria for exception, all courses be at the 200-level or below;
- 2. Courses should be a broad, general introduction to concepts, methods, and skills associated with the disciplinary area.
- 3. Courses should be frequently offered.
- 4. Average annual enrollment in courses should be high enough to justify continued offerings.
- 5. Course should not be included based solely for support of one program.

Proposal #7 Inclusion in Strategic Plan

Objective 1c of the University's 5-year Strategic Plan should include a procedure for adopting and implementing these proposals, a timeline for completing follow-up work on outcomes evaluation and development of assessment tools, and new targets for each competency that can be more clearly benchmarked and tracked annually as well as reported to programs.

This proposal comes as part of Faculty Senate's recommendation to add an additional component to 1c of the Strategic plan.