

GENERAL EDUCATION COMMITTEE Minutes 9/18/08

All Members Present: Vicky Dorworth – R, Maureen Edwards – R, Michael Farrell – R, Sharon Fechter – R, Rita Kranidis – TP/SS, Margaret Latimer – G, Phil Ringeisen – G, David Rothman – TP/SS, Nora Ryan – TP/SS, Anne Schleicher (Chair) – G, Sean Smith – G

1. Introduction of four new members – Michael Farrell, Art, Rockville; Rita Kranidis, Takoma Park/Silver Spring (At-Large), David Rothman, Speech, Takoma Park/Silver Spring, and Sean Smith, English – Germantown. The Committee now has four members from each campus, and each General Education Distribution Area represented.
2. There was a brief discussion of the General Education changes voted upon by faculty to maintain the current structure of the program. The next step in the process is a review of courses, the first since 1995 in preparation for the 1996 published changes.
3. Discussion of the timeline & the number of courses to be reviewed:

Timeline

Distribution Courses	Electronic Copies of the Form & Attachments Due to Gen Ed Committee	General Education Committee's Report due to the CCC
English Composition, Mathematics, Speech Communication, and Health 30 courses total	Nov. 20, 2008	Dec. 19, 2008
Behavioral and Social Sciences 42 courses total	Jan. 29, 2009	Feb. 20, 2009
Natural Sciences 38 courses total	March 5, 2009	April 3, 2009
Arts and Humanities Arts – 42 courses; Humanities – 93 courses	April 16, 2009	Sept. 4, 2009
Gen Ed Forms for courses sent back to the discipline by the General Education Committee w/requests for more information	Sept. 17, 2009	Oct. 30, 2009

4. Review of the Form
 - a. We discussed the need for sample forms to appear on the General Education Website.
 - b. A Question & Answer section now appears, with information added as questions arise.
 - c. The Review Form asks for a description of two primary competencies or one competency and one area of proficiency. Detailed information is provided on the Q & A page; we agreed that these should be drawn from Common Core Outcomes already established for each course.
 - d. What is the appropriate level of detail needed to describe representative assignments – is it sufficient to list "End of chapter questions"? We discussed the need to consider the audience, faculty from all disciplines, who will review the form, and agreed that sufficient detail to permit the committee to make an informed decision, with a gracious nod to brevity, will preclude the necessity to return applications for further detail. "End of chapter questions that require short critical thinking responses." Other faculty teaching the course may find this information helpful.
5. Assignment of Individual Course Reviewers
 - a. The Lead Dean for each of the General Education Distribution Areas has contacted disciplines to request the names of faculty who will be responsible for completing Course Review Forms.

- b. Each of the 245 courses now has a contact person. The Gen Ed Committee will communicate regularly with course reviewers through e-mail using the gened@montgomerycollege.edu mailbox.
6. Beginning next week, one article per week will appear in MCOOnline to promote awareness of the General Education Program in general and provide details on the review process.
 7. Concern has been expressed by faculty about the number of forms required this year. Maureen Edwards suggested looking at how these processes are interrelated:
 - a. CAR (College Area Review) – provides a broad perspective of each program as a whole and the individual courses in terms of enrollment trends, technology, transfer etc. It serves as a 'viability study.'
 - b. General Education Review Process – shows how each course's Common Core Outcomes are related to general education competencies – asks the question "Are the individual courses doing what gen ed courses need to do? Do the courses address the competencies (and/or areas of proficiency)?"
 - c. Outcomes Assessment – specifically examines whether students are acquiring general education skills based on assessments.

This will go on the Gen Ed webpage – www.montgomerycollege.edu/Departments/genedcomm

8. We discussed the Course Review Application Forms for World Language courses within the Humanities Distribution. Elementary I and II (numbered 101 & 102) and Intermediate I and II language courses (numbered 201 & 202) share common core outcomes and instructional activities and assignments. Recognizing that this applies only to 101, 102, 201 and 202 language courses, a motion was made and passed to allow the submission of one representative form for World Language 101, 102, 201 and 202 levels rather than individual review forms for the following language courses: Arabic, Chinese, French, German, Korean, Italian, Latin, Russian, and Spanish. The following language courses outside of the 101-102 structure will submit regular forms: SL 100, Conversational American Sign Language; SL 101, Structural American Sign Language I; SN 103 Intensive Elementary Spanish; FR 207 & 208, Readings in French Literature; and SN 215 Advanced Conversation & Composition; SN 216, Advanced Readings in Spanish Literature.
9. Development of questions to send to the Collegewide Curriculum Committee (CCC) for the Friday, 9/19/08 meeting: The General Education Committee voted unanimously to ask the CCC for approval of the following questions:

7.A Documentation of Transferability Section – Members of the Gen Ed Committee expressed concern about the wording of the requirements for completing the Documentation of Transferability. Requirements statement on the form ("Course proposers are asked to examine this list and provide examples of course descriptions from equivalent or similar courses that appear in other general education programs.") does not match "what was agreed upon by faculty" in the March 2008 Vote:

The General Education Committee requests that the CCC approve of the following rewording on the Documentation of Transferability directions:

Current: Attach a list of the equivalent or similar course offerings from each of the following four-year in-state and D.C. institutions, to which most of our students transfer : American University, Bowie State University, Catholic University, Columbia Union College; Frostburg State University, Georgetown University, George Washington University, Howard University, Morgan State University, St. Mary's College of Maryland, Salisbury University, Towson University, UMBC (University of Maryland Baltimore County), UMES (University of Maryland Eastern Shore), UMUC (University of Maryland University College), and UMCP (University of Maryland College Park). If the institution does not offer an equivalent or similar course, indicate "no equivalency" by the institution's name. (Please note: it is not necessary for each institution on the list to offer an equivalent or similar course for a course at MC to have general education status.) A summary of the general education programs at the institutions listed above is provided at www.montgomerycollege.edu/Departments/genedcomm/ - click on "Review Process". The General Education Committee can assist proposers with finding possible equivalencies. Examination of these lists may also help

proposers find the general education category into which the course most appropriately fits.

Change to: Most Montgomery College students who transfer attend the following four-year in-state and D.C. institutions: American University, Bowie State University, Catholic University, Columbia Union College; Frostburg State University, Georgetown University, George Washington University, Howard University, Morgan State University, St. Mary's College of Maryland, Salisbury University, Towson University, UMBC (University of Maryland Baltimore County), UMES (University of Maryland Eastern Shore), UMUC (University of Maryland University College), and UMCP (University of Maryland College Park). Review forms should include a list of as many equivalent or similar course offerings as possible shown in the general education programs of these institutions. A summary of the general education programs at the institutions listed above is provided at www.montgomerycollege.edu/Departments/genedcomm/ - click on "Review Process". The General Education Committee can assist with finding possible equivalencies. Examination of these lists may also help proposers find the general education category into which the course most appropriately fits. Please note: it is not necessary for each institution on the list to offer an equivalent or similar course for a course at MC be a part of the general education program.

Committee members felt that the current version implies, with the requirement of a chart, **that courses must have as many equivalencies as possible, and that a course with limited examples of equivalencies will be automatically seen as "less qualified."** It was commented that this does not seem in the "spirit of the faculty vote which stated that transferability should be a factor, but not a deciding factor, for general education courses." We discussed the difficulty of distinguishing between a "No equivalency" and a "Not offered" notation. The Q & A section will encourage faculty completing forms to list as many equivalencies as possible, with the explanation that it is important for all faculty teaching specific general education courses to be aware of how their course may transfer.

7.A. CCC Decision: Unanimously Approved

7.B Will the CCC consider a "fast-tracking" of the application process for courses that are currently offered, but not part of the current Gen Ed program? For example, SO 107 Criminology, is considering applying for GE status. May existing courses apply through the GE Review Form without a CAP (although CAP's will be alerted)? The Committee felt that this is burdensome to CAP's and confusing to faculty. The General Education Webpage could list courses applying for status and serve as the place where faculty could see and comment on applications rather than the CCC Newsletter.

7.B. CCC Decision: Faculty who wish to submit existing courses not currently in general education in this category will be referred to the General Education Committee for assistance with forms, which will then be submitted to CAP's for further CCC processing.

7.C . Requests for name changes of courses – can the GE Committee use CCC forms without processing through CAP's, showing requests on the Gen Ed Page in place of the Newsletter, following all CCC timetables, all signoff procedures and presenting requests to the CCC for discussion and approval?

7.C. CCC Decision: Courses requesting changes must still go through CCC procedure; Gen Ed Page will direct faculty to CCC forms.

Other CCC information: Anne Schleicher asked where faculty might find the most recent copies of the Common Core Outcomes for courses. Deans attending the CCC meeting said that there is no one repository for the most recent outcomes developed by disciplines, but suggested that faculty completing Gen Ed forms ask their Discipline Chairs for the most current copy of Outcomes for courses.