

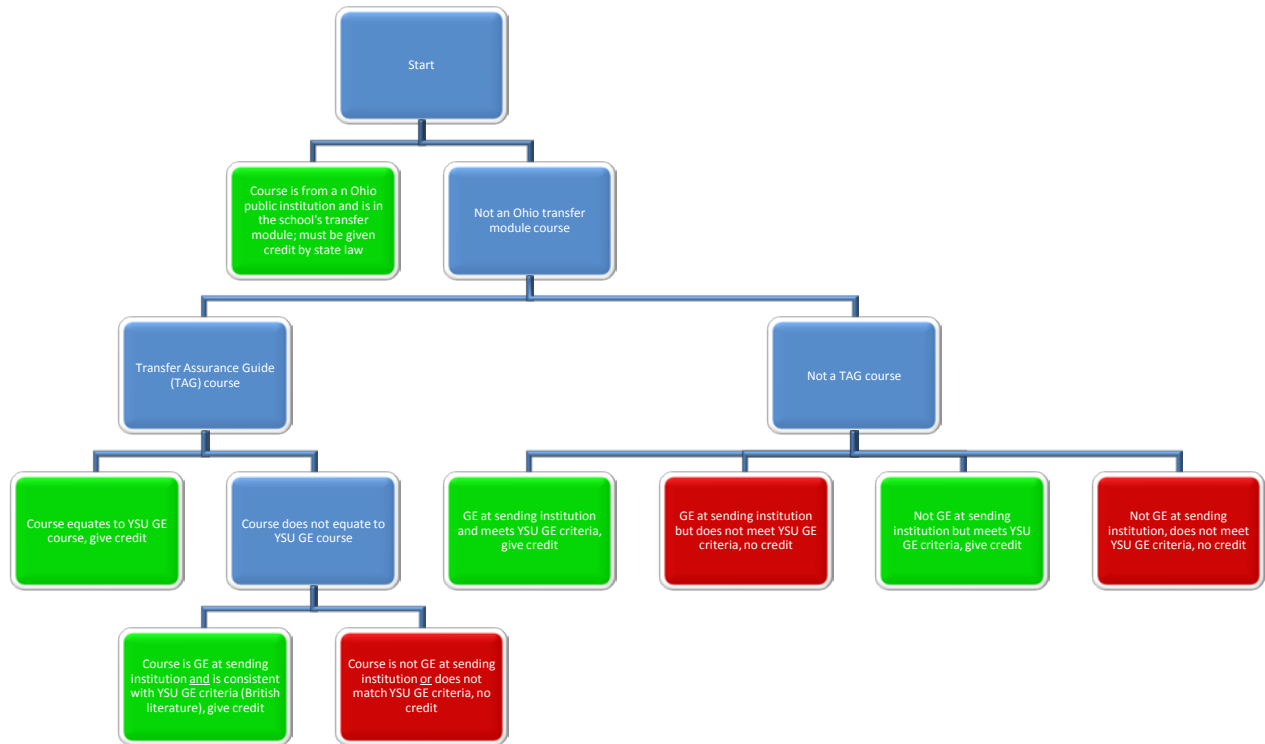
Minutes, General Education Committee, September 26, 2011

Present: Tod Porter (chair), Sharon Stringer, Julie Felix, Brian Bonhomme, Jeanette Garr, Alan Tomhave, Robert Beebe, Matt O'Mansky, Rebecca Curnalia, Sarah Lowery

- Sharon Stringer discussed the upcoming visit by Susan Hatfield, YSU's Higher Learning Commission Academy mentor. The committee will meet with Dr. Hatfield on Thursday at 2 pm. All members of the committee are encouraged to attend. The committee is encouraged to use this as an opportunity to explore strategies for assessing general education. The students on the committee were encouraged to attend the student session on Friday at 9 am.
- Chet Cooper, Chair of the Academic Senate, thanked the members of the committee for being willing to serve. He asked that meeting minutes be sent to the Senate Executive Committee. He also mentioned that an ad-hoc committee will be looking at reducing the use of paper documents.
- AMER 2610, *Work and Class in American Culture*, had been overlooked when mapping courses to the new domains last year. After reviewing the syllabus the committee placed it in the Social Sciences domain.
- The Philosophy Department had requested that the committee review its decision not to include PHIL 2630, *Critical Thinking*, in one of the new general education knowledge domains. After reviewing the materials submitted the committee agreed to include the course in the Arts and Humanities domain.
- The committee reviewed the redesigned forms for the knowledge domains (seen the General Education website).
- Tod Porter presented the committee with a policy for determining general education credit for transfer courses (see attached). The policy was endorsed by the committee.

Submitted by: Tod Porter

Decision Tree for General Education Credit for Transfer Courses



Principles for Determining Awarding of General Education Credit for Transfer Courses

1. The course should meet YSU criteria for inclusion in the general education model. Most important, the course should meet the learning objectives for a domain. It should also be a general introduction to a broad area of study and be open to a wide variety of majors.
2. If the course is a general education course at the sending institution it is assumed that the student took the course in good faith to complete their general education requirements and general education credit should typically be awarded.

In some course decisions there is a conflict between the two principles (the course doesn't match the YSU model well but was a general education course at the sending institution). If the course comes from a public institution in Ohio and the course was included in the institution's transfer module state law dictates that the course be accepted for general education credit. If it is not a transfer module course the key issue is whether the course meets the learning outcomes for a domain; if it does general education credit should be granted, otherwise credit should be denied. If the course was a general education course at the sending institution and there is uncertainty as to whether the course meets the YSU learning outcomes the decision should be made in favor of the student and credit should be granted.

Common Conflicts between YSU and Sending Institution General Education Requirements

There are a few situations that occur fairly regularly in which the YSU requirements differ from the policies of sending institutions. Specifically, YSU only includes art appreciation classes in our model; some schools also include classes in which the focus is on creating art (classes that teach students how to paint or play a musical instrument). General education credit is not given for the "art creation" courses.

At some schools a freshman seminar is included in the general education model; general education credit is only given if the content of the seminar matches the learning outcomes of a YSU knowledge domain. In cases where the content for the seminar changes annually the student must provide the syllabus from the semester in which they took the course. If credit is granted it will be for that specific student, credit for future students will continue to be determined on a case by case basis.

In the case of courses on religion, if the course is focused on encouraging the student to adopt a particular belief system no credit is given. Alternatively, if the course is focused on the

historical and cultural role of a religious movement or comparisons of the theologies of different religions general education credit will be given.

Some institutions give credit for courses targeted towards a specific major. If a course designed for a specific major meets the learning outcomes of a YSU domain and it is a general education course at the sending institution it will be given general education credit.

Definitions

Transfer Assurance Guide – To ensure students can transfer credits across public institutions in Ohio OBOR established the TAG system. Committees of faculty from different institutions in the state determine learning outcomes for different courses (for example, Introduction to Psychology). State schools are then supposed to match a course with the “TAG” and demonstrate that the course meets the learning guidelines. By state law, if a student takes a “TAG” course at one institution, it must be accepted as the corresponding TAG course at any other Ohio public institution.

Ohio Transfer Module – To prevent transfer students from having to meet multiple sets of general education requirements OBOR established the “transfer module” system. A transfer module is a set of courses from an institution’s general education module. If a transfer student has successfully completed all the courses in the sending institution’s transfer module they cannot be asked to meet additional general education requirements at the receiving institution (they can be asked to take support courses related to their major). In addition, if the sending institution has placed a course in its transfer module, YSU must grant the course general education credit even if the course does not meet the YSU learning outcomes.