

GEC Meeting Summary (with specifics where relevant)

Covers the following meetings:

- **March 23, 2010**
 - Present: O'Mansky, Curnalia, McManus, Crist, Mullins, Armstrong, Munro, Bonhomme, Miller, Stringer, Gergits
 - Absent: Ritchey, Baran, Lowry
- **March 29, 2010**
 - Present: O'Mansky, Curnalia, McManus, Gergits, Armstrong, Munro, Bonhomme, Miller
 - Absent: Chen, Crist, Mullins, Stringer, Baran, Lowry
- **April 6, 2010**
 - Present: O'Mansky, Curnalia, Crist, Armstrong, Munro, Bonhomme, Stringer, Gergits, Porter
 - Absent: McManus, Chen, Mullins, Ritchey, Baran, Miller, Lowry
- **April 14, 2010**
 - Present: O'Mansky, Chen, Curnalia, McManus, Munro, Gergits, Bonhomme, Porter
 - Absent: Crist, Mullins, Armstrong, Ritchey, Miller, Stringer, Baran, Lowry
- **April 20, 2010**
 - Present: O'Mansky, Curnalia, Crist, McManus, Miller, Gergits, Bonhomme, Stringer
 - Absent: Chen, Mullins, Armstrong, Ritchey, Munro, Baran, Lowry
- **May 7, 2010**
 - Present: O'Mansky, Curnalia, Crist, Munro, Gergits, Stringer, Porter
 - Absent: Chen, Mullins, Armstrong, Ritchey, Baran, Lowry, McManus, Bonhomme, Miller,
- **June 21, 2010***
 - Present: O'Mansky, Curnalia, McManus, Miller, Gergits, Munro, Stringer, Bonhomme, Armstrong
 - Absent: Chen, Crist, Mullins, Ritchey (student members not available for summer meetings)

* The sign-in sheet for this meeting has gone missing, so this list of attendees is reconstructed.

Summary

With the exception of voting on two courses (Art 1505—declined for AL and LASS 4850—approved for Capstone and circulated in late July), the GEC again spent most of its time discussing large-scale changes to the GER model: the learning outcomes and domains. The committee has ironed out a tentative framework, which is attached here, but all issues and aspects of the program are still under discussion; no decisions have been made, and nothing is ready for presentation to Academic Senate. This tentative structure is provided here to note progress, not to present a revised model.

Below are various topics, issues, and principles that have been discussed:

- The GEC has been drafting along the lines of Ohio's transfer module format. Its traditional format has given us pause, but its structure is echoed in general-education programs across the country. Even the most innovative programs include natural science and math classes, for instance. Some aspects of general-education are universally accepted, even if individual universities rename or repackage them.
- GEC members drafted learning outcomes for specific domains, and the GEC discussed each section as it arose. Natural science, math, and basic skills have been left intact, at least so far in the discussion. The committee agreed to rename "Basic skills" as "core competencies" and to revisit freshman seminars later. For now, the domains are stable.
- The selected-topics domain is morphing into a new section—but not an elective section, as ST is now. Students will have to satisfy specific learning outcomes related to wellness, diversity, environmental awareness (wellness, broadly defined).
- The social sciences section looks as if it will remain stable, too, with few changes except in the phrasing of the learning outcome.
- Artistic and Literary is proposed to become Creative Arts and Humanities ("Humanities" is the state designation). In the current version, students would be required to take minimally one arts and one humanities course, with a third up to them in this section.
- The issue of how many courses—how many credits—is beginning to arise. For instance, if we remove ST and PS, three courses (9 credits) are loose for re-allocation. If one course goes to the new domain, where do the other two courses go?