

**General Education Task Force  
October 24, 2006**

**Announcements:**

There will be a special meeting of AP&P tomorrow, October 25<sup>th</sup>. All GETF members are encouraged to attend.

There will be a GETF workshop to discuss the model on Friday, October 27<sup>th</sup> in the Hubbard Center classroom. Lunch will be served in the Chancellor's Dining Room.

An Open Forum will be held on October 30<sup>th</sup> in the Linville Falls room of Plemmons Student Union from 3-5pm. Information was sent to the general faculty yesterday.

All GETF members need to set aside December 6<sup>th</sup> from 8am-3pm for a final workshop. (This is Reading Day.) We may not need it, but just in case we do, please put it on your calendars.

Ray has proposed a meeting of the Sciences for November 10<sup>th</sup> from 3-5pm. He will facilitate a Q&A session. This meeting is open to all Science faculty and all members of the GETF are welcome to attend. Location is TBA. Ray will send message to Chairs.

Some discussion developed about some concerns that may come up at the meeting:

Labs have been a big source of contention, but Ray indicates that the Biology department may be more understanding of the one lab concept since there are 1,000 non-majors taking labs in the department right now. They recognize that those extra resources might be better served somewhere else. (There are also 500 majors in the department. The Biology department is the only science department with a major and non-major course for gen ed.) However, even the one lab is crucial, so we need to figure out how to do it right and promote flexibility and options.

Sammye mentioned that labs do not have to be in a lab-room with chemicals, etc., but can take place in the field.

Dr. Keefe received an e-mail from Denise Ringler, the Director of Arts and Cultural Programs. (This department brings big named talents to ASU.) She would like to integrate cultural development with the curriculum and Paulette and Laurie will work on this. As it stands now, Theater and Dance have little communication with this department. Denise wants to open up the line of communication.

**Discussion:**

Since Georgia will not be here for the workshop on Friday and Laurie will not be here for the first half, their group presented recommendations concerning the English department and Writing Across the Curriculum. Some of the things that were presented are endorsed by the English faculty and some are Georgia's ideas.

The designators that exist are not effective because there is not enough faculty support and the classes are too large. NC State and UNCA have 4 hour freshman composition classes. (Georgia will research more about this.) Ways to enlarge the class are being explored. Some possibilities

are promoting online hybrids, including digital essays, and incorporating fieldwork. (Strater, who wrote *Fieldworking*, a freshman comp text, will hold a workshop on November 3<sup>rd</sup>.) It has been agreed that in ENG 1100, we need to focus on more than just literature. We need to include texts across campus. (“Writing about Texts,” possibly?) This can be team taught or be taught within the English department. The English department spoke informally about moving the class to the sophomore level.

In the Junior and Senior levels, Georgia proposed a capstone or portfolio. The Junior year project may or may not be within the major or not. The Senior year project would be a capstone (WID, Writing In the Discipline) portfolio. We need much faculty support to teach portfolios. (Side note: The rubrics that Paulette passed out at the beginning of the meeting are Portland State’s way to assess portfolios.) Also, a digital essay could be presented at the end of the experience.

Q: Could we also propose a poster session as an alternative to a portfolio as the assessment option?

A: Chemistry does this.

Q: Can we do resume building?

A: Career development currently does this, but we could involve them somehow.

Q: Are portfolios too much for 15,000 students?

A: Maybe the students could sign up with a mentor every semester (1 credit hour) in order to assess along the way.

Q: What about the 4 credit hour freshman composition class?

A: It seems very flexible.

Q: What is the Writing Center’s role in all of this?

A: As is, they help students. Eventually, they may house the WAC program, which will provide support to faculty. A representative from NC State, Chris Anson, will be here in the Spring. Also, Georgia is in the middle of developing a full WAC plan for ASU.

Answers to many of these questions may come later.

Mike and Greg presented their research on the capstone experience.

Portland State’s is not feasible since it is integrative and outside the major. One thing they do however is to include all four goals in their capstone experience. We definitely need to do this. Northern Arizona is major dependent, but they do demonstrate competency within the core and within the major. At ASU, some capstones are required and some are not. (A lot are internships that are not required.)

Q: Ultimately, how are we assessing students to achieve the four goals? Is this not through a capstone experience?

Q: If the goals are integrated in the curriculum, should we not look for the four goals in the capstone project?

A: We have not really discussed the relationship between GenEd and the major. In the workshop on Friday, we will be able to discuss the First Year seminar, but will probably not settle the capstone issue at that time.

A: Also, we should not address goals in sequential order because this is very limiting. We need to present a little of each along the way. This is a careful balancing act in order to not pile too much on any one course.

Dan presented his findings on the FY seminar.

Thematic sections attract F/T faculty, but does not ensure consistency. A limited amount of options is recommended. A suggestion may be to focus on global issues and each semester could discuss a different issue. Maybe there could be similar assignment in all classes to ensure a shared experience. Dan spoke with Tom McLaughlin, who just attended an integrative studies conference. What the existing first year program is doing is much like Tom described. Granted, our program definitely needs to be tweaked, but we have a good platform from which to work.

Q: How do we get the faculty to collaborate? Do we need to set up a structure to encourage this to happen?

A: Creative class scheduling may work. We could set the class schedule from M-Th, and then Friday's would be set aside for collaborative work. Also, if there is collaborative work, there may be more money for field trips, speakers, etc.

A: We also need a strong administrative spine to ensure accountability.

Q: What can we realistically expect of a university this size?

A: Creative scheduling is imperative. We need to set aside a time for community.

A: Dave mentioned that we do have a digital system that assesses special use, so we have the technology for this creative scheduling.

The agenda was set for the October 27<sup>th</sup> Workshop.

There will be four small groups, three in the morning and one in the afternoon.

First Year Seminar will be discussed first. We need to come up with a description to present at the forum. Dan, Jim, Tim, and Dave will come up with a one page handout on issues that need to be addressed.

Content areas will be the next subject on the agenda. We need to address all four years of the student's college career. Sammye, Alexandra, and Ray will come up with a one page summary of options and common courses.

The Cluster model will be discussed third. We need to discuss thematic options, content, and interdisciplinarity. Paulette, Jeni, and Sue will come up with one page to summarize.

In the afternoon, Assessment needs to be addressed. We need to discuss the learning outcomes in terms of basic, intermediate, and advanced levels.

We then need to designate one or two people to present findings at the forum on Monday.

Ann and Elaine discussed their findings about information literacy.

California State LA (20,000 students) has a good model. We would need to adapt some things, but they have worked on this for ten years, so it is pretty solid. They have modules, online tutorials, certification tests, cooperative literacy instruction tutorials, and vertical assessment.

There is a structure for grants to promote faculty support and training. (If there is time on Friday, we will discuss this at the workshop.)

Some discussion developed about assessment:

Comment: Assessment needs to be faculty driven. We do not need to pass out rubrics for the faculty to adopt, we need to present examples. Then the faculty can develop their own.

Comment: We need to explain assessment in order to eliminate misconceptions about student evaluation and course assessment.

Comment: We need repeat this over and over again in order to alleviate miscommunication.

Q: Is there a concise guide to faculty grants other than the website? Also, do we need a rubric for faculty grants?

A: Maybe Tina can assist in this.

Comment: For the forum, we need an example of how a course can incorporate goals into assessment. Tina will develop a few pages to discuss ideas as to how this can be done.