GEC Report to AS

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Chair, GEC
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AS Charges for GEC

- Review and recommend General Education courses as they are advanced.

- Work with the Honors Program to evaluate the roll out of the First Year Seminar and determine how such a seminar might be effectively instituted across campus.
AS Charges for GEC

* Review the General Education Outcomes Assessment plan and annual report.

* Report to Academic Senate the state of General Education at RIT. Report on current issues in supply and demand for GenEd courses. Is there a shortage of seats for students who wish/need to take these courses?
Reviewing Courses and Immersions

- GEC met most weeks in 2013-2014 for two hours. Reviewed all courses and Immersions presented to GEC; we now have over 900 gen ed courses and over 50 Immersions.

- Gen Ed spreadsheet was updated weekly and posted among Faculty and Advisor Resources at the new Gen Ed website, http://www.rit.edu/academicaffairs/generaleducation/. We owe Elizabeth Hane and her colleagues a debt of gratitude for developing the new Gen Ed site.

- All approved Immersions are also on the new Gen Ed website. http://www.rit.edu/academicaffairs/generaleducation/general-education-framework/immersions-and-minors
Honors (FY) Seminar

* Master syllabus approved in March 2014 and five COLA sections and one GCCCIS section are on SIS for Fall 2014.

* Small class size will limit ability to roll out beyond Honors Program

* GEC expressed thanks for job well done to Anne Wahl and her colleagues; GEC feels that assessment results are generally on target and that plans are in place for further improvement of results.

* GEC also worked on topic of unmapped (“orphan”) SLOs and on incorporating critical thinking as a learning outcome.
Refer to the unmapped SLOs in the grey area of the previous link to the gen ed assessment schedule.

GEC recommends that ICC and AS consider next year a proposed realignment of the SLOs, as the accompanying documents describe.

This proposed realignment was previewed at College Curriculum Committees in Spring 2014. Comments were generally supportive; some colleges indicated that many general education courses provide opportunities for students to demonstrate critical thinking as they “apply deductive reasoning” or “use logic or reason to form a conclusion or opinion.” But further discussion/revision is necessary regarding the incorporation of critical thinking, particularly in large enrollment, introductory courses.
Artistic and Ethical Perspective course availability is tight for various reasons.

Artistic Perspective course availability appears to be resolved or very close to resolved. We have roughly 500 more seats than the necessary minimum for the academic year.

Ethical Perspective course availability is improving but not completely resolved for 2014-2015. We have more availability in Spring 2015 than we do for Fall 2014. Additional courses have been approved by GEC for Ethical Perspective, and additional sections of previously approved courses have been established.
Ethical Perspective is the one Perspective for which students do not bring in AP credit. Thus, demand is much higher for this Perspective than any other Perspective.

Some upper-division students take Ethical Perspective courses as electives.

Some first-year students are taking more than one Ethical Perspective course.

Some courses approved for both Ethical and a second or third Perspective; will students count that course for Ethical? If not, it takes an Ethical seat out of play.

Need further resource allocation or reallocation to generate a more robust supply of Ethical Perspective courses.
Elizabeth Hane surveyed a number of colleges and universities regarding BA versus BS requirements.

With few exceptions, the general education requirements are the same for BA and BS programs at these universities and colleges.

GEC reviewed the data and unanimously recommends that students enrolled in a BA program complete the same general education framework as students enrolled in a BS program.
# Our General Education Framework

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