

Agenda
General Education Ad-Hoc Committee
Arkansas Tech University
April 3, 2009
3:00 pm, SGA Senate Room

Call to Order

Approval of the Minutes

Old Business

Course mapping of Gen Ed courses with Gen Ed goals

Current Students webpage updated with General Education curriculum

New Business

Recommendations for location of General Education goals within the
catalog

Next meeting of General Education Committee

April 24, 2009, 3:00 pm SGA Senate Room

Adjournment

**The Minutes of
THE AD HOC GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The Ad Hoc General Education Committee met Friday, April 3rd at 3:00 p.m. in Doc Bryan SGA Senate Room. The following were present:

Dr. Tim Carter	Ms. Karen Riddell
Dr. Peter Dykema	Ms. Annette Stuckey
Dr. Robin Lasey	Dr. Kim Troboy
Dr. Hanna Norton	

Absent:
Dr. Trey Philpotts
Dr. Ruth Enoch

Call to Order: Dr. Lasey called the meeting to order and asked for action on the minutes of the March 6th, 2009 meeting. There being no amendments or corrections. motion by Dr. Troboy, seconded by Ms. Stuckey, to approve the minutes as distributed. Motion carried.

Old Business: Dr. Lasey informed the committee that she had not completed the mapping of the General Education courses with the General Education goals as yet, but that she would get that completed in the coming week and email that to the members.

Webpage Dr. Lasey told the committee that she had worked with Dr. Watson in getting General Education added to the Tech webpage. This has now been added under the "Current Students at Tech" link under "Academics". When students click on this, a word document pulls up with the general education goals and requirements. Dr. Lasey commented that she would also like for that to be added under the "Faculty and Staff" link and would ask Dr. Watson about getting that done. Dr. Lasey also told the committee that Dr. Carey Roberts was the one that would be updating the General Education Committee website and that she would meet with him before the next Ad Hoc meeting about that.

Catalog Dr. Lasey told the committee that she would like to make a recommendation from the Ad Hoc General Education Committee to move the General Education goals in the catalog closer to the front. Dr. Lasey suggested that the goals be moved to the General Information section with the mission statement. She then asked for comments from the committee on the placement. After discussion,

the committee decided to make the motion to recommend that the General Education goals be placed in the General Information section after the mission statement with the words "See General Education Requirements", in addition to being in the General Education Requirements section. Motion by Dr. Troboy, seconded by Dr. Carter, to add the General Education goals to the General Information section of the catalog. Motion carried. The committee commented that the General Education goals were not in the index of the catalog. Karen Riddell told the committee that she could take care of adding that to the index since she does the editing of the catalog.

Members

Dr. Norton inquired as to which members of the Ad Hoc committee had also been elected to the General Education Committee by their schools. Dr. Dykema and Dr. Troboy said that they were elected. Dr. Lasey commented that any of the others that would like to be on the committee should let the people responsible for appointing members know of their interest. Dr. Lasey informed the committee that she planned to meet with Dr. Watson soon to report to him the progress of the committee and plans for the future. She could at that time also convey to him the member's interest in being appointed.

Next Meeting

Dr. Lasey announced that the next meeting would be April 24th at 3:00 pm.

Adjournment

The meeting adjourned at 3:45 p.m.

Agenda
General Education Ad-Hoc Committee
Arkansas Tech University
March 6, 2009
3:00 pm, SGA Senate Room

Call to Order

Approval of the Minutes

Old Business

Comments about report from the Assessment Committee?

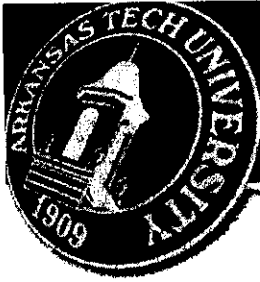
New Business

1. Plan for this semester
 - Update webpage with goals, sub-objectives, assessment measures, results
 - Map General Education courses to General Education objectives
 - Set-up TracDat with General Education assessment
2. Concern from Linda Clarke about transfer student credit for General Education courses

Next meeting of General Education Committee

April 3, 2009, 3:00 pm SGA Senate Room

Adjournment



ARKANSAS TECH UNIVERSITY

1605 Coliseum Drive • Russellville, Arkansas 72801 • 1-800-582-6953

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Current students can logon to the Student Information System to view their grades, class schedule, financial aid information, student account, or register for classes.

The Student Services Staff can help you with everything from housing to homework.

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Accreditation Information

General Education Requirements

The general education curriculum is designed to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

- Communicate effectively
- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning
- Demonstrate knowledge of the arts and humanities
- Understand wellness concepts

To accomplish the above goals, Arkansas Tech requires the completion of the following general education curriculum. Students should refer to the curriculum in their major area of study for specific courses either recommended or required by the academic department to fulfill the general education requirements

English – 6 hours

(See Course Descriptions for minimum grade requirements)

Three hours from one of the following:

- ENGL 1013 Composition I
- ENGL 1043 Honors Composition I

Three additional hours from one of the following:

- ENGL 1023 Composition II
- ENGL 1053 Honors Composition II

Mathematics – 3 hours

(See Course Descriptions for minimum grade requirements)

Three hours from one of the following:

- MATH 1003 College Mathematics
- MATH 1103 Algebra for General Education
- MATH 1113 College Algebra
- Any higher level mathematics course

Science – 8 hours

Four hours of a biological science with laboratory from one of the following:

- BIOL 1014 Introduction to Biological Science **OR** Any higher level biology course that includes a lab (Note that BIOL 1014 is specifically designed to meet general education objectives and is highly recommended unless you meet the prerequisites for a different course specified by your major)

Four additional hours of a physical science with laboratory from one of the following:

- PHSC 1013 Introduction to Physical Science **AND** PHSC 1021 Physical Science Laboratory
- CHEM 1114 Survey of Chemistry
- CHEM 2124 General Chemistry I
- GEOL 1004 Essentials of Earth Science
- GEOL 1014 Physical Geology
- PHYS 1114 Applied Physics
- PHYS 2014 Physical Principles I
- PHYS 2024 Physical Principles II
- PHYS 2114 General Physics I
- PHYS 2124 General Physics II
- PHSC 1053 Astronomy **AND** PHSC 1051 Observational Astronomy Lab **OR**
- PHSC 3053 Astronomy **AND** PHSC 3051 Observational Astronomy Lab
- Early Childhood Education and Middle Level Education Majors may take PHSC 1074

Physical Activity – 2 hours

Two hours from the following:

- Physical education activity courses
- Recreation (RP) coeducational activity courses
- Wellness science activity courses
- Theatrical dance activity
- Appropriate military science courses completed through cross-enrollment agreement with UCA

Fine Arts – 3 hours

Three hours from one of the following:

- *ART 2123 Experiencing Art
- MUS 2003 Introduction to Music

- TH 2273 Introduction to Theatre
- *ENGL 2173 Introduction to Film
- *JOUR 2173 Introduction to Film

Art Majors:

- Art Education Majors Take ART 2123
- Fine Arts and Graphic Design majors take any of the above options except ART 2123

Music Majors: Any of the above course options except MUS 2003

Humanities – 3 hours

Three hours from one of the following

- *ENGL 2003 Introduction to World Literature
- ENGL 2013 Introduction to American Literature
- PHIL 2003 Introduction to Philosophy

Social Sciences – 12 hours

Three hours from one of the following:

- HIST 2003 U.S. History to 1865
- HIST 2013 U.S. History from 1865
- POLS 2003 American Government
- Nine additional hours from the following:
- *HIST 1503 World Civilization I
- *HIST 1513 World Civilization II
- HIST 2003 U.S. History to 1865
- HIST 2013 U.S. History from 1865
- POLS 2003 American Government
- ECON 2003 Principles of Economics I
- SOC 1003 Introductory Sociology
- PSY 2003 General Psychology
- *ANTH 1213 Introduction to Anthropology OR
- *ANTH 2003 Cultural Anthropology
- *GEOG 2013 Regional Geography of the World
- AMST 2003 American Studies

*Of the above 18 hours in Fine Arts, Humanities, and Social Science, three hours must be from one of the following:

- ART 2123 Experiencing Art
- ENGL 2173 Introduction to Film
- JOUR 2173 Introduction to Film
- ENGL 2003 Introduction to World Literature
- HIST 1503 World Civilization I
- HIST 1513 World Civilization II
- ANTH 1213 Introduction to Anthropology OR
- ANTH 2003 Cultural Anthropology
- GEOG 2013 Regional Geography of the World

Robin Lasey

From: Linda Clarke [lclarke@atu.edu]
Sent: Monday, February 02, 2009 8:43 AM
To: 'Hanna Norton'; rlasey@atu.edu
Subject: General Education Committee
Attachments: image001.jpg

Good morning Drs. Hanna and Robin,

I have heard that you are both on the committee to review General Education Requirements. I don't know exactly what that means, but I wish I did, because I have some real concerns about our present policies, when it comes to interpreting how to use transfer courses. Listed below are two examples of situations where courses that are approved for Gen Ed at out-of-state colleges, and obviously meet our description of what a Gen Ed course is designed to fulfill, but because the name of the course doesn't align with our course names, these courses are being rejected. This causes students to have to take additional courses in areas they should have already completed.

Another course in particular that we reject is any type of Environmental Science course. In our current world climate, wouldn't a course in Environmental Science with a lab be more relevant to our non-science majors than just an Intro to Biological Science, which many of our students have already taken in high school? There are many policies that carry over from decades past that could be reviewed and renewed.

The Arkansas Course Transfer System has taken care of many of the transfer woes for in-state students, but it doesn't address all the problems. There are still Gen Ed courses from other colleges, which we don't accept as meeting part of the Gen Ed core. For example look at the Humanities section of UCA's General Education Core. There are more than a dozen courses, but if a student transferring to Tech has taken any of these courses, but Introduction to Literature or Philosophy for Living, s/he will be required to complete one of our Gen Ed courses.

<http://www.uca.edu/divisions/academic/undergradstudies/General%20Education%2006.pdf>

If you begin at the bottom of this message, you will see more about my concerns. We just seem to be holding on to a lot of old policies that are delaying and preventing students from graduating.

Thanks!

Linda

From: Linda Clarke [mailto:lclarke@atu.edu]
Sent: Friday, January 30, 2009 10:19 AM
To: 'Brandi Tripp'
Cc: 'Tammy Rhodes'
Subject: RE: Course Questions

Here is my reasoning, and I know it is somewhat different than what has always been done, but here it is anyway. You guys talk it over when you get the time.

First of all, this course is identified as a Gen Ed requirement in the course description. In the catalog, our Gen Ed's purpose is to teach students to think critically, develop ethical perspectives, apply scientific and quantitative reasoning and demonstrate knowledge of the arts and humanities. So even though this course is not titled Intro to Phil or Lit, look at the course description and see all the different areas of our Gen Ed goals it covers.

I think our world has become such a big and technologically linked place, that we are doing our out-of-state transfer students a huge disservice by excluding the Gen Ed core courses they have taken elsewhere and forcing them to take our courses. This particular student is a SPH major, so it won't be a big deal if it isn't counted as his humanities, he can use it as a elective, but for some students this could make a lot of difference. Just think about the case of Thiago Cordiero. He had take at the University of Dayton, a history course titled West and World. It was for all intents and purposes a broad overview of history of the Western World. It was the "required" Gen Ed history course, while World Civ I and World Civ II at this college were not required for Gen Ed. But, we would not allow him to use it for a Social Science, and now he is taking extra hours this semester to complete another Social Science. I still can't see why that was necessary. If it is good enough to be a Social Science at the University of Dayton, why is it not good enough here? Here is the link that shows that West and World is the required course after 2004.

[http://gened.udayton.edu/Guide to General Education/Courses Approved for General Education/Courses Approved for Historical Domain/](http://gened.udayton.edu/Guide%20to%20General%20Education/Courses%20Approved%20for%20General%20Education/Courses%20Approved%20for%20Historical%20Domain/)

With the cry to graduate students, of course, we don't want to "give away the store" but this seems logical to me.

Sorry for being a pain.

Linda

From: Brandi Tripp [mailto:btripp@atu.edu]
Sent: Friday, January 30, 2009 9:53 AM
To: 'Linda Clarke'
Subject: RE: Course Questions

My first instinct is no. If you want me to run it by Tammy I will be glad to.

From: Linda Clarke [mailto:lclarke@atu.edu]
Sent: Friday, January 30, 2009 9:38 AM
To: 'Brandi Tripp'
Subject: Course Questions

Hi, Brandi,

Would this course from Monterey Peninsula College fit for a Humanities requirement.

HUMA 10 EXPLORATION OF VALUES IN LIVING

3 units • LG-C/NC • Three hours lecture

This course explores the humanities as a guide to living. It examines diverse attitudes toward art, science and technology, philosophy, religion, mythology and ethics. Emphasis is placed on self-knowledge, critical thinking, and responsible value choices.

Advisory: Eligibility for ENGL 1A

Credit transferable: CSU, UC

General Ed. Credit: CSU, Area C2, E; IGETC, Area 3B; MPC, Area C

Thanks,

Linda



ARKANSAS TECH

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"Those who seek advice seldom err." (--Ancient Philippine Proverb)

Robin Lasey

From: Linda Clarke [lclarke@atu.edu]
Sent: Monday, February 02, 2009 11:06 AM
To: rlasey@atu.edu; 'Hanna Norton'
Subject: Here is another example!
Attachments: image001.jpg

The student complete the English Gen Ed Core at TRCC in Missouri, but the Registrar's Office will not allow ENGL 112 to count as ENGL 1023, Comp II. Another example of how students are being forced to take classes they have already completed.

I'm just a little on my soap box today! Sorry.

Linda

42-Hour State Mandated General Education (Gen Ed) Program at TRCC

Forty-two general education (Gen Ed) hours must be selected according to the following guidelines. The Three Rivers Community College 42-hour block of general education (Gen Ed) credit is consistent with the statewide general education policy and is part of the Associate of Arts and Associate of Arts in Teaching degrees. Students must select course offerings from each general education component indicated below and meet the minimum hours required in each component.

Total Hours

I. Communicating. 9

Required:

1. ENGL 111 College Writing
2. ENGL 112 Advanced College Writing (*ENGL 111 prerequisite with C or better*)
3. SCOM 110 Public Speaking

ENGL 105 Technical Writing (3 cr.) Prerequisite: ASSET-Writing score of 43 or higher; or ACT-English score of 20 or higher; or successful completion of ENGL 04--and--ASSET-Reading score of 38 or higher; or ACT-Reading score of 15 or higher; or successful completion of ENGL 06. Practice in business-oriented writing with an emphasis on organization and structure in all forms of written business communications. This course is for the student whose career will require competence in these types of writing skills. Lecture 3 hours per week. As Needed

ENGL 111 College Writing (3 cr.) Prerequisite: ASSET-Writing score of 43 or higher; or ACT-English score of 20 or higher; or successful completion of ENGL 04--and--ASSET-Reading score of 38 or higher; or ACT-Reading score of 15 or higher; or successful completion of ENGL 06. This course introduces students to college level writing and establishes standards for writing essays in the rhetorical modes. Expository writing is used as a basis for study and discussion with extensive practice reading critically and improving essays through revision. Students should have basic keyboarding skills. Lecture 3 hours per week. F, SP, S

ENGL 112 Advanced College Writing (3 cr.) *Prerequisite: ENGL 111 with grade of "C" or better.* Advances students' writing skills through analysis and shaping of ideas. Focuses on extended critical inquiry, in-depth library and electronic research, and extensive practice with argumentative academic writing. Lecture 3 hours per week. F, SP, S

ENGL 130 College Reading (3 cr.) An individualized course to strengthen the skills necessary for effective reading in academic disciplines. Focuses on the development of flexible reading techniques, critical analysis, exploratory reading and vocabulary techniques. May be applied as an elective toward degrees. Lecture 3 hours per week. As Needed

ENGL 150 College Grammar (3 cr.) *Prerequisite: Satisfactory score on English placement test.* A study of the principles of grammar, syntax, and usage. Lecture 3 hours per week. As Needed

ENGL 153 Britain's Women Writers, Past and Present (3 cr.) Studies of selected women writers, 1790-present. A survey with emphasis on women's changing roles in society. Elective. Does not satisfy literature requirement for A.A. Degree. Lecture 3 hours per week. As Needed

ENGL 180 History and Appreciation of Literature (3 cr.) A theme-based survey course for the study and discussion of poetry, short stories, plays, and essays. Includes writing about literature with researched writing. F, SP

ENGL 211 Exposition (3 cr.) *Prerequisite: ENGL 112.* Theory and practice of expository



ARKANSAS TECH

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"Those who seek advice seldom err." (--Ancient Philippine Proverb)

**The Minutes of
THE AD HOC GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The Ad Hoc General Education Committee met Friday, March 6th at 3:00 p.m. in Doc Bryan SGA Senate Room. The following were present:

Dr. Peter Dykema	Ms. Karen Riddell
Dr. Ruth Enoch	Ms. Annette Stuckey
Dr. Robin Lasey	Dr. Kim Troboy
Dr. Trey Philpotts	

Absent:
Dr. Tim Carter
Dr. Hanna Norton

Call to Order: Dr. Lasey called the meeting to order and asked for action on the minutes of the February 13th, 2009 meeting. There being no amendments or corrections, motion by Dr. Troboy, seconded by Ms. Stuckey, to approve the minutes as distributed.

Old Business: Dr. Lasey asked for any comments on the *Report on General Education Assessment* that Dr. Carey Roberts distributed in the last meeting. Dr. Troboy commented that there had been a lot more quantitative assessment done in the School of Business than what was in the report and that she could get more of the data. Dr. Lasey said that there should be several areas from which the committee could gather more information. They could then input the information into TracDat and link to the General Education goal using the student's T number.

Dr. Lasey distributed some information that Dr. Carter had given her on his take on the report from Dr. Roberts since he was unable to attend the meeting.

Dr. Dykema commented that he was very impressed with the progress that was made on four of the six goals listed in the report, but that he felt that the "Think Critically" goal needs work and that the

“Demonstrate Ethical Perspectives” goal will be difficult to ever assess. Dr. Philpotts commented that he had helped put together the “Communicate Effectively” data and that it probably still had a lot of holes in it. Dr. Lasey agreed with Dr. Dykema that the committee had made a good start and that there was a good foundation to work on.

Plan for this Semester

Dr. Lasey then moved on to the plan for this semester. She told the committee that developing specific assessment plans would need to be a long term goal and that the committee needed to look for things that could be accomplished by May. Since the committee has some information, she thought they should put a plan in place that the new committee could build upon. One idea that she thought about was using the TracDat information that is being gathered by various departments and using that along with the goals that are already there.

Website

Dr. Lasey also informed the committee that there is now a website for the General Education Committee. The general education goals have been posted on the website and she felt this could be used for publishing other information, such as the results of the information that has been gathered. Dr. Troboy mentioned that she would also like to see the goals published more prominently, possibly in the “Current Students” section of the ATU website. Dr. Dykema expressed that he would also like to see the goals moved closer to the front of the course catalog. Dr. Dykema asked about posting the *Report on General Education Assessment* on the website. Dr. Lasey agreed that, with some extractions from the report, this might be possible, and that she would look in to doing that.

Map General Education Courses

The third thing that Dr. Lasey thought the committee could accomplish this semester was actually mapping the general education objectives to the general education courses. Dr. Lasey said that she would like to request from the Department Heads copies of syllabi for general education courses so that the committee could see where the general education objectives were being taught in

the general education curriculum. She mentioned that it might be good to remind everyone that the Faculty Handbook specifies that each syllabus have a section pertaining to how that course meets general education objectives. Dr. Philpotts felt that some of the courses, such as composition, were pretty obvious and that it might just be extra paperwork to request syllabi for such courses. Dr. Lasey suggested that the committee try to fit the obvious courses with the goals before going to the Department Heads for syllabi. The committee decided to make a preliminary sketch form and send that to the departments for their input. Dr. Lasey then asked for each member of the committee to take a subset of courses of the general education courses and map the goals to them. Once this information is gathered, Dr. Lasey will compile it. The assignments for this were: Dr. Enoch – Mathematics, Dr. Philpotts – English, Dr. Lasey – Science, Dr. Carter – Physical Education, Ms. Stuckey – Fine Arts, Dr. Philpotts- Humanities, and Dr. Norton. Dr. Troboy and Dr. Dykema - Social Sciences. The committee decided that there should be a gradation to the mappings such as explicitly, implicitly or does not address. Ms. Stuckey inquired as to the steps that the members should take to gather the information they require about the courses that are not obvious from course descriptions. The committee agreed that it would be okay to contact the pertinent deans and department heads. Dr. Lasey asked the committee to submit the information to her by course and then the objectives and then by what level they address the goal (explicitly, implicitly or does not address). Dr. Lasey asked the committee for any further suggestions that they might have that would help the next committee. Dr. Dykema mentioned something that he thought the committee shouldn't do was encourage the peer review process to focus more on student learning and less on professorial performance. He felt that this should be handled by the Assessment Committee. The committee agreed.

Transfer Student Credit

Dr. Lasey informed the committee that Linda Clarke of Academic Advising had expressed a concern to her regarding transfer student credit for

General Education courses and what can be accepted from other universities to satisfy our requirements. The committee agreed that this is an issue that needs to be addressed, but that it was beyond the scope of this committee.

Next Meeting

Dr. Lasey announced that the next meeting would be April 3rd at 3:00 pm and asked that the committee turn in their mapping assignments to her by March 20.

Adjournment

The meeting adjourned at 4:00 p.m.