

General Education Committee Presentation

Dr. Terry Smith, Chair

Ms. Adrienne Webber, Co-Chair



Fall 2016 Committee

- **Dr. Terry Smith, Chair**
- 11 members (alphabetical order)
- Dr. Carole Champagne
- Ms. Michel Demanche
- Dr. Derrek Dunn
- Dr. Amy Hagenrater-Gooding
- Dr. Lakeisha Harris
- Dr. Linda Johnson
- Dr. Malik Malik
- Dr. Maryam Rahimi
- Dr. Barbara Seabrook
- Dr. Vichet Sum
- Ms. Tselate Talley

Spring 2017 Committee: Appointed

- **Dr. Terry Smith, Chair***
 - **Ms. Adrienne Webber, Co-Chair**
 - 12 members (alphabetical order)
 - Dr. Joyce Bell
 - Dr. Lorenzo Boyd
 - Dr. Willie Brown
 - Dr. Kausiksankar Das*
 - Dr. Amy Hagenrater-Gooding*
 - Dr. Linda Johnson*
 - Dr. Lombuso Khoza
 - Dr. Michael Lane
 - Ms. Mae Palmer
 - Ms. Tselate Talley*
 - Dr. Margarita Treuth
 - Dr. Tiara Turner
- *5 members from former committee*

Former and Current (Fall 2016) COMAR Requirements

Former COMAR Requirements	Current COMAR Requirements
1 course in each of 2 disciplines in arts and humanities	2 courses in arts and humanities
1 course in each of 2 disciplines in social and behavioral sciences	2 courses in social and behavioral sciences
1 course in mathematics at or above the level of college algebra	1 course in mathematics, having performance expectations demonstrating a level of mathematical maturity beyond the Maryland College and Career Ready Standards in Mathematics (including problem-solving skills, and mathematical concepts and techniques that can be applied in the student's program of study)
1 course in English composition	1 course in English composition, completed with a grade of C- or better

Former and Current (Fall 2016) COMAR Requirements *continued*

Former COMAR Requirements	Current COMAR Requirements
<p>Interdisciplinary and Emerging Issues</p> <p>In addition to the 5 required areas of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may</p> <ul style="list-style-type: none"> • Be integrated into other general education courses or may be presented as separate courses; and include courses that <ul style="list-style-type: none"> • Provide an interdisciplinary examination of issues across the five areas, or • Address other categories of knowledge, skills, and values that lie outside the five areas. 	<p>Institution-Specific Requirements</p> <p>In addition to the five required areas of this regulation, a public institution may include up to 8 semester hours in coursework outside the 5 areas. These courses may be integrated into other general education courses or may be presented as separate courses.</p>
<p>General Education Baccalaureate credit ranges: 40-46</p>	<p>General Education Baccalaureate credit ranges: 38-46</p>

Middle States Standard 12: General Education: before 2017

- The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency. Institutions should identify and provide a recognizable core of general education that:
 - expresses the educational philosophy of the institution for each undergraduate degree program or cluster of degree programs;
 - incorporates essential knowledge, cognitive abilities, and an understanding of values and ethics;
 - enhances students' intellectual growth; and
 - draws students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity, and preparing them to make enlightened judgments outside as well as within their academic specialty.

Middle States Standard 12: General Education 2017

- At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
 - a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
 - b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives

Current UMES General Education Requirements

- [UMES GenEd Requirements Fall 2015.pdf](#)
- Our Student Learning Objectives/Competencies (based on MS)
 - Written and Oral Communication
 - Critical and Ethical Analysis and Reasoning
 - Scientific and Quantitative Reasoning
 - Technological and Information Literacy
 - Arts and Humanities
 - Social and Behavioral Sciences
 - Intercultural & Global Knowledge; Local and Global Civic Engagement (UMES signature course reflecting mission)
- [Working Draft of Table Combining Components](#)

Current UMES General Education Assessments

- English Proficiency Exam (EPE): The EPE is taken by most students at the end of ENGL 102 and by all students before graduating. As an external assessment that is considered valid and reliable by writing experts, it is considered a strength of our program.
- Speech rubric evaluation of Special Occasion Speech: The speech assessment is also completed by all students since it is a component of a required GenEd course: ENGL 203. Since it is based on a standardized assignment and evaluative rubric, it models the other primary type of assessment: the rubric-based assessment.
- Technology Fluency exam: The IC³, given to most freshmen in ENGL 101 through the Center for Student Technology Certification and Training, is a standardized objective exam that is respected in the field.
- We need assessments of other Student Learning Objectives (SLOs).

Results of Committee Survey: 5/10/17

- 14 members including chair and co-chair
- 13 responded; for some options, some responders did not give a response
- Responses were discussed and refined at our 5/10/17 meeting.

General: Number of Credits

- **12** **1A. Standardize the total number of credits required for GenEd to the COMAR-allowed minimum of 38.**
- OR
- **1** **1B. Leave the total number of credits required for GenEd at the current varying 40-43 credits.**

Curriculum Area I: Arts and Humanities (6 credits)

- **7** **2A. Change to require ENGL 203: Speech and 1 additional course from 1 of these disciplines: Art, Music, History, Philosophy, Languages, or Literature.**

OR

- **5** 2B. Change to require ENGL 203: Speech and 2 additional courses from any of these disciplines: Art, Music, History, Philosophy, Languages, or Literature.

OR

- **1** 2C. Continue requiring ENGL 203: Speech and 2 additional courses from 2 different disciplines: Art, Music, History, Philosophy, Languages, or Literature.

Curriculum Area I: Arts and Humanities (6 credits) *continued*

- **10** **3A. Limit History and Philosophy to either Curriculum Area 1 OR 2. (4 members noted to limit it to area 2.)**

OR

- **2** 3B. Continue allowing History and Philosophy to be in both Curriculum Areas 1 and 2.
- **1** No Response

Curriculum Area I: Arts and Humanities (6 credits) *continued*

- **8** **4A. To simplify selection, instruction, and assessment, reduce the number of courses to 1 per discipline.**

OR

- **5** 4B. Continue allowing multiple courses per discipline as long as they fulfill the Student Learning Outcome(s) relevant to this area and are willing to participate in assessment.

Curriculum Area II: Social and Behavioral Sciences (6 credits)

- **13** 5A. Change to require 2 courses from any of the disciplines that fall under these areas as allowed under new COMAR.

OR

- **0** 5B. Continue to require 2 courses from 2 different disciplines.

Curriculum Area III: Biological and Physical Sciences (7 credits)

- **13 6. Maintain requirement of 2 science courses with 1 a laboratory course (same for old and new COMAR).**

Curriculum Area III: Biological and Physical Sciences (7 credits) *continued*

- **5** 7A. To simplify selection, instruction, and assessment, reduce the number of courses to 1 per discipline.

OR

- **7** **7B. Continue allowing multiple courses per discipline as long as they fulfill the Student Learning Outcome(s) relevant to this area and are willing to participate in assessment.**
- **1** No response

Curriculum Area III: Biological and Physical Sciences (7 credits) *continued*

- **3** 8A. Standardize across majors, so that there aren't different requirements in the Engineering, Kinesiology, Human Ecology, and Rehabilitation Services majors, for example, than in other majors.

OR

- **10** **8B. Continue allowing different Area III requirements for specified STEM majors. (*1 member noted that changing this could affect program accreditation requirements*)**

Curriculum Area IV: Mathematics (3 credits)

- Curriculum Area IV: Mathematics (3 credits)
- **9** 9A. Change to include a new course, Topics for Mathematical Literacy, or a similar title as allowed under new COMAR. *(1 member noted that we should eliminate MATH 101; 1 member noted that we should focus on splitting math for STEM and non-STEM majors.)*

OR

- **3** 9B. Continue math requirements as they are.
- **1** No response

Curriculum Area V: English Composition (9 credits)

- **12** 10A. Maintain requirement as it is. We already require a C or above for ENGL 101 and ENGL 102, so no change is needed.
OR
- **1** 10B. Change requirement in some way (*1 member noted that we should add placement testing and developmental writing course; with this in place, consider requiring only 1 writing course for credit.*)
- **Require placement testing and ESL course(s)** (*added as strong recommendation during our 5/10/17 meeting to discuss survey results*)

Freshman Experience (1 credit)

- **12** 11A. Maintain Freshman Experience as a GenEd requirement.
(1 member noted that there should be significant redesign.)

OR

- **1** 11B. Discontinue Freshmen Experience as a GenEd requirement.

Curriculum Area VI: Emerging Issues

- **12** **12A.** Change to a new signature course area in Intercultural & Global Knowledge; Local and Global Civic Engagement (wording to be refined). We have just begun to discuss this area, but the courses in “Emerging Issues” vary from department to department, and they don’t seem to actually involve “emerging issues.” We would like to see this area clarified, standardized, and made more relevant.
- **0** 12B. Leave the Emerging Issues category as it is.
- **2** 12C. Leave the Emerging Issues category as it is, but standardize a list of courses that count for this category.
- **1** both A and C

Identify 6 credits to be added to the 32 credits identified above to total the 38 minimum required

- We haven't finalized recommendations on this area, but possibilities include these:
- **6.5** 13. Continue current practice of requiring ENGL 203: Speech and 2 courses (rather than the proposed 1 additional course) in Arts and Humanities (3 credits)
- **8** **14. Continue requirement of EXSC 111 (as long as it is not a physical education skills course since new COMAR states that those are not allowed in GenEd) (3 credits)**
- **2** 15. Require a course in technological literacy (3 credits)
- **3** 16. Require a course in information literacy (3 credits).
- **5.5** 17. Require a course that combines information and technology literacy (3 credits).
- **3.5** 18. Continue requirement of 1 or 2 Emerging Issues courses (3-6 credits)
- **11.5** **19. Change Emerging Issues to a signature course or courses in "Intercultural & Global Knowledge; Local and Global Civic Engagement" (3-6 credits).**
- *(1 member noted that HONR 101, 201, and 301 should be allowed to count as GenEd so these extra courses are not an undue burden.)*

Create Assessments for SLOs Beyond Those Currently Being Assessed

- **11 20. Work to add assessments to additional Student Learning Outcomes.**
- **8.5 21A. Start by adding assessments in “scientific reasoning” and “mathematical reasoning” in the 2017-2018 academic year.**

OR

21B. Start by adding assessments in _____.

- **2 members said all GenEd courses/SLOs**
- **1 member said in 2018-2019**

Responsibility for General Education

- **11 22A. Have someone at the coordinator or director level with pay and/or reassigned time to manage General Education, coordinate assessment, and collect assessment data. (This is supported by a recommendation from Middle States and a recommendation from the UMES Assessment Council. It is also the practice at the other USM institutions.)**

OR

- **2 22B. Leave General Education to be managed as it is: at the committee level.**

Suggestion about Committee Composition for 2017-2018

- Have 1 member from each SLO/discipline/area who agrees to accept responsibility for
 - leading any course design/redesign in that area,
 - creating and coordinating assessments in that area,
 - communicating with chairs and faculty in that area regarding General Education issues

Formal General Education Meetings

- IUPUI Assessment Institute: November 2017 (Terry and Lombuso)
- USM Assessment Day: March 2018 (Terry and Amy)
- Planning Meeting for 2018 General Education Conference: March 2017 (Terry)
- USM General Education Summer Meeting: August 2017 (Terry)
 - Basecamp: repository of materials and communication with other GE leaders in USM

Blackboard Organization with Materials General Education

(All UMES administrators and faculty should have access)

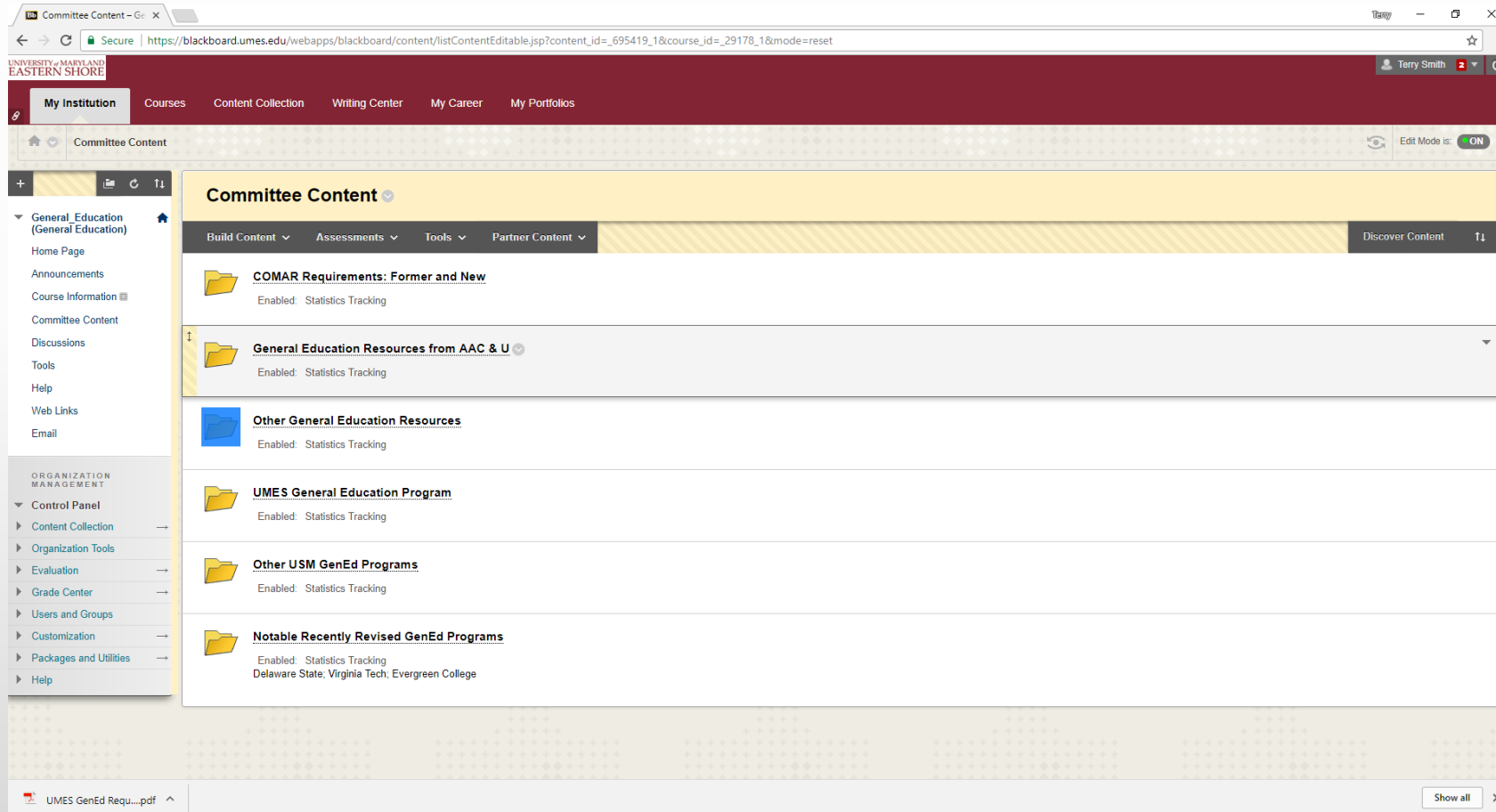
The screenshot shows the Blackboard interface for a user named Terry Smith. The main navigation bar includes 'My Institution', 'Courses', 'Content Collection', 'Writing Center', 'My Career', and 'My Portfolios'. The 'My Organizations' section is expanded, showing a list of organizations. An arrow points to the 'General Education' section, which lists several organizations where the user is a participant:

- General Education
- Honors Admissions Review
- DEML Curriculum Committee
- UMES Faculty Workshops
- Middle States Work Group
- UMES Faculty Bicycle Club
- Academic Affairs - Fall Institute (2016)
- DEML Freshman Composition
- Faculty Grievance Panel
- Middle States Self-Study Final Document
- Provost Search CVs
- Promotion and Tenure Review Committee
- Search Committee - Assistant Director of Access and Success

Below this list, it also shows organizations where the user is an 'Organization Builder':

- Technical Writing Repository

BB General Education Course Content



The screenshot shows a Blackboard interface for "Committee Content". The browser address bar displays the URL: https://blackboard.umes.edu/webapps/blackboard/content/listContentEditable.jsp?content_id=_695419_1&course_id=_29178_1&mode=reset. The user is logged in as Terry Smith. The page features a navigation menu on the left with options like "General Education (General Education)", "Home Page", "Announcements", "Course Information", "Committee Content", "Discussions", "Tools", "Help", "Web Links", and "Email". Below this is the "ORGANIZATION MANAGEMENT" section with sub-items like "Control Panel", "Content Collection", "Organization Tools", "Evaluation", "Grade Center", "Users and Groups", "Customization", "Packages and Utilities", and "Help". The main content area is titled "Committee Content" and includes a sub-menu with "Build Content", "Assessments", "Tools", "Partner Content", and "Discover Content". The content list includes several folders, each with a folder icon and the text "Enabled: Statistics Tracking":

- COMAR Requirements: Former and New**
- General Education Resources from AAC & U**
- Other General Education Resources**
- UMES General Education Program**
- Other USM GenEd Programs**
- Notable Recently Revised GenEd Programs**
Enabled: Statistics Tracking
Delaware State, Virginia Tech, Evergreen College

At the bottom of the page, there is a PDF viewer showing "UMES GenEd Requ...pdf" and a "Show all" button.

Plans for 2017-2018

- Should we proceed with the majority recommendations?
- Should we focus on one area to change first?
- Should we have open meetings, perhaps followed by an all-faculty survey, to discuss?
- Should the committee composition change?

Thoughts, Questions, Concerns