

**General Education Committee  
Minutes**

April 24, 2002

Present: Mark Hardt  
Randall Gloege  
George Benedict  
Sandie Rietz  
Mary McNally  
Curt Kochner – *ex-officio*

Guest: Dennis Nettiksimmons

Presiding: Mark Hardt, Chair

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The meeting was called to order at 3:25 p.m. in room 280 of the College of Education and Human services

There was a quorum.

The results of the Writing Proficiency Committee were discussed. It was proposed that a writing course be implemented that would be in the Gen Ed Program and used as a BOR required writing assessment course.

It was then decided that the Writing Proficiency course should be outside Gen Ed.

It was noted that the CEHS has a no-credit portfolio requirement at the end of the student's career. A senior portfolio course would give credit to this requirement.

It was then noted that the Gen Ed Program should have a capstone, but that transfer students who had completed their Gen Ed Core elsewhere would not be required to take this capstone. The structure of the capstone will be discussed next fall.

- Motion by Randall Gloege, seconded by Mary McNally, to set a credit limit of 32 hours.

- Motion carried.

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- Motion by Randall Gloege, seconded by Mary McNally, that one of the credits above 30 is for a capstone and the other is for science labs.

- Motion carried.

It was noted that if a student has completed the Gen Ed Core elsewhere, they should not be required to take the capstone course.

- Motion by Randall Gloege, seconded by George Benedict, to reduce the total number of courses that are eligible for the General Education Program from 120 to 60.

- Motion carried.

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- Motion by Randall Gloege, seconded by Mary McNally, that as part of the process of re-crafting the General Education program, room is left for interdisciplinary and multidisciplinary courses.

- Motion carried.

- Motion by Mary McNally, seconded by Randall Gloege that any course that is part of the General Education Program currently or in the future must have syllabi that specify (1) what category or categories the course fulfills, (2) specify the skills that students will acquire, and (3) how those skills are evaluated. The skills referred to are those identified in the Undergraduate Catalog (2001-2003) under General Education Requirements on page 63.

- Motion carried.

The meeting adjourned at 5:08 p.m.

Respectfully submitted, Rita J. Rabe