

The General Education/ Liberal Arts Committee Meeting was called to order at 10:10 AM on June 19, 2006 in Rm. 4218 at the Knight campus.

Members present were: Rosemary Andreozzi, Kay Johnson, Ray Kilduff, Co-Chair, Chris Manville, Jack Owens, Co-Chair, Allison Petro, and Ira Schaeffer. Academic Vice-President Lela Morgan was present for a few minutes shortly after the meeting began and Dean Philip Sisson was present for the last few minutes of the meeting.

1. New Member: Chris Manville, Occupation Therapy Assistant Program Director, was welcomed as a new member.

There was a general discussion of the language and the significance of the proposals. Which writing course would satisfy Gen Ed requirements? A COMI course is counted by some programs as meeting a Gen Ed requirement; will this continue to be the case?

The specific courses that would meet the Gen Ed requirements have yet to be determined. If a program requires a COMI course now, it is not likely that this would change. Many such programs require more than 20 credits of Gen Ed in any case.

2. The Interim Report of 6/13/06

Members were satisfied with the interim report as written. Dean Sisson arrived at the end of the meeting and stated that it should be divided into three parts, in accordance with the format of the final interim report that will be submitted by CCRI at the end of August, ahead of the September arrival of NEASC. Those parts are:

- What we've done
- Appraisal
- Projections

3. Survey Result

Survey responses to each of the six attributes were discussed and language re-considered in light of those responses.

Communication:

After discussion, it was decided to shorten this item by removing the words "electronic," leaving media with no qualifier, thereby broadening the language, and to remove the word "quantitative" again with the same intent.

Analysis:

In response to one of the comments, it was noted that literacy is covered elsewhere.

With regard to the comment regarding self-analysis, it was noted that this is specific to psychology courses and perhaps some writing courses, but including it would lead to too narrow a result.

There was some discussion as to whether the word judgement in the phrase “foundation for judgement” might be interpreted to be punitive. Maybe it should be changed to “foundation for(something else).” After discussion, it was decided to leave it in. Maybe modifying it to read “unbiased judgement” would be preferable. But, in some disciplines such as history there is always bias, so it wouldn’t be appropriate to add this modifier.

The conclusion was to leave the language as it is.

Problem Solving:

Some part of it overlaps with analysis. Analysis is the first stage of problem-solving. Problem solving should be about applications.

Remove “and their causes” and replaced with comma,

Revise the first two sentences to read:

Apply analysis and access needed information to develop successful strategies for solving diverse problems .

Awareness of Social Responsibility:

How about making it possible outcomes?

After a lengthy discussion, it was decided to leave the language as it stands.

Teamwork:

Remove “and teams”

Concerning alternative points of view, this language is in there because all members of the team have different backgrounds.

How about tolerance of alternative points of view? Not just a part of contemporary cultural perspectives, but it applies to teamwork as well.

Replace Seek Out with Consider

Change the language to “Weigh alternative points of view.”

Contemporary Cultural Perspectives:

This is important for employers.

Why contemporary? Why not just Cultural Perspectives?

How about geography:?

Add World Views in place context? Or viewpoints?

Maybe global cultural perspectives? No.

It was agreed to revise this item to read:

Cultural Perspectives: Demonstrate an understanding of global cultural and historical contexts and their impact on contemporary issues.

General comment: See Capital Community College in Hartford CT. They've had to meet NEASC requirements and have developed a way to provide evidence of competencies. This assessment will be done independent of the classroom grades.

How about have students construct a portfolio of their work as evidence of attaining the competencies?

Ray Kilduff agreed to provide a link to Capital CC and a pdf file with their Gen Ed requirements.

Math/Science

This item received a large response. Ray Kilduff stated that it is not very meaningful, given the lack of context and the lack of a randomized sampling.

It does not seem appropriate to have separate math and science requirements for all programs, such as Secretarial Science, Fire Science, Fashion Merchandising, and Art. Perhaps it would be best to apply this requirement on a case-by-case basis, depending upon the needs of the specific program.

It was decided to defer further consideration of this issue until later, after input has been received from individual programs that might be affected.

4. Commentary of Phyllis F. Harnick, Ph. D., Rhode Island Office of Higher Education

In considering the comments of Dr. Harnick, it was noted that they are based on work that is as yet incomplete. Also, it seems that she is not taking into account the fact that many programs at CCRI are not intended for transfer to a four-year institution, but are terminal degree programs.

Rather than respond to each item in her memorandum individually, it was decided to delegate Ray Kilduff to contact Dr. Harnick informally some time this week to explain the committee's work, to be followed up with a letter.

5. The next steps

Building on the work by Dean Sisson, Ray Kilduff and Rosemary Andreozzi will ascertain which programs might have trouble meeting the Gen Ed requirements and therefore need to be contacted individually for their input. The list will be posted via e-mail and volunteers from the committee solicited to contact the program directors/department chairs of those programs to discuss with them individually how they might meet the NEASC requirements without negatively impacting the program and to ascertain for which programs this might not be possible. The objective is to complete those discussions before the end of August as the department chairs become very busy the last week or two of the summer.

The revised language for what constitutes CCRI's vision of an educated person will be sent to Dean Sisson, Vice-President Morgan, and President DiPasquale for their input. Assuming there are no subsequent changes resulting, it will then be sent out as an attachment to a CCRI Announcement, hopefully in mid-July.

It is anticipated that it may be necessary to contact NEASC regarding the difficulty some programs may have meeting the requirements as strictly interpreted. It seems that while the credit requirements for General Education at two-year colleges are half of what they are at four-year colleges, there has been no corresponding adjustment to the standards that must be met, either quantitatively in terms of the number of standards or qualitatively in terms of the level of expectation in meeting those standards.

6. The Next Meeting

The next meeting should be the third week of July, excluding Tuesday and Wednesday and mid-day on Thursday. With these limitations in mind, it was decided to tentatively schedule the meeting for 1 PM on Monday, July 17.

Next Meeting: 3rd week of July – Monday Afternoon – 1 PM. NOT Tues or Wed or mid-day Thursday.

Tentative Agenda:

1. Call to Order
2. Roll Call
3. Approval of Minutes, meeting of 6/19/06
4. Discussion of programs and Gen Ed requirements:
 - Programs that might be impacted
 - Progress in contacting program directors/department chairs and the outcome
5. Revisions to interim report
6. The next steps: continuing with meetings, contacting NEASC, finalizing recommendations, assessment.
7. Schedule and agenda of the next meeting
8. Adjournment

7. Meeting adjourned at 12:50 PM.

Respectfully submitted,

Jack Owens
Co-Chair