

Ad Hoc LACC/General Education Review Committee

Final Report and Recommendations

This report was originally submitted to faculty senate in October 12, 2010 and referred to the Academic Requirements Committee, the Committee on Committees, and the Writing Intensive Committee for feedback. Recommendations 1, 2, and 3, were accepted on March 8, 2011. All other sections were accepted on May 10th, 2011.

1. WOU faculty believe that the current General Education model is accomplishing its stated goals.¹

This year, the committee investigated correspondence between the General Education Learning Outcomes (GELO) adopted last year and the stated objectives of a cross-section of LACC courses. From the data we collected, we were able to determine that the GELO are being addressed by the current General Education requirements. However, it must be said that the committee did not have at its disposal sufficient data to determine whether or not the GELO are actually being accomplished. This would require a large-scale campus-wide assessment of learning—something this committee did not have the time or expertise to undertake.

The committee also collected samples of papers submitted in writing-intensive and other courses. Based on our assessment of these samples, the committee does not perceive a systemic weakness in the Writing Intensive model. Nevertheless, we believe that there may be ways to improve the effectiveness of the model, and a suggestion to that effect is embedded in Recommendation #6, below.

The committee does specifically recommend that Writing Intensive classes continue to be capped at 25 or fewer students.

With no substantial changes to the current LACC/Gen Ed, WOU would continue to be in alignment with the AAOT/OTM.

Reports from the committee's various surveys are included in the appendices.

2. Adopt these LACC course approval guidelines.

In order to be considered for LACC credit, courses at WOU must...

- 1. carry lower-division designation,*

¹ Recommendations 1, 2, and 3 were accepted on March 8, 2011

2. *address one or more of the WOU General Education Learning Outcomes (GELO), and*
3. *be designed as...*
 - 3.1. *a general survey course,*
 - 3.2. *a focused introductory-level course that brings the student into the methods, practices, and ways of knowing of the field, or*
 - 3.3. *an introductory-level interdisciplinary course that explores a topic or topics using the methods, practices, and ways of knowing of two or more disciplines.*

3. Reorganize the presentation of General Education in the catalog.

Since the creation of LAS some 30 years ago, General Education at WOU has become tied increasingly to the specific degree a student earns. Many of the distinctions have been grouped under the heading “Additional graduation requirements.” The committee recommends presenting the requirements by degree, rather than leaving some degree requirements to appear as an afterthought. A suggested format is shown in Appendix 1.

4. Add General Education to the charge of an expanded Academic Requirements Committee.²

The charge of the expanded Academic Requirements Committee shall be:

1. assist the Registrar with the review of petitions regarding academic requirements;
2. consider various policies concerning academic requirements for admission, continuance in college and graduation;
3. maintain requirements for LACC, Q, and D course designations, and review and revise one set of designation requirements per year;
4. manage information and processes for proposing courses for LACC, Q, and D designations, and review proposals according to the appropriate established criteria.
5. alert the Faculty Senate of issues concerning students and academic standards which the committee believes are of significance to faculty.

The structure of the expanded ARC is presented in Appendix 2.

5. Ask the Writing Intensive Committee to explore ways of increasing the effectiveness of Writing Intensive classes on campus.

This committee suggests, for example, soliciting from each academic unit a description of (1) how their program(s) prepare(s) students for discipline-

² This amended version of recommendation 4, proposed by the Committee on Committees, was accepted on May 10, 2011.

appropriate writing, and (2) what courses and/or services the unit might wish to see offered by (for example) the writing department or the writing center to help them accomplish their goals with respect to writing.

- 6. The Ad Hoc LACC/General Education Committee has carried out its charge to the extent possible given the limited assessment data available, and it should be declared permanently adjourned.**

APPENDIX 1

Reorganized Catalog Presentation³

GENERAL EDUCATION AT WOU

Bachelor of Arts

LACC (see p. 42)	54-58
Math/Computer Science (see p. 44)	6
Second Language (see p. 40)	3-24
Writing Intensive Requirement (see p. x)	

Bachelor of Science

LACC (see p. 42)	54-58
Math/Computer Science (see p. 44)	12
Writing Intensive Requirement (see p. 47)	
Cultural Diversity Requirement (see p. 44)	

Bachelor of Fine Arts

BFA in Art: Complete either the BA or BS requirements
BFA in Theatre: Complete the BS requirements

Bachelor of Music

Skills

WR 135 College Writing II	4
MUS 419 Music and Technology	4
PE 131 Individual Health and Fitness	2

Distribution

Creative Arts non-Music *•◇	8
Humanities •◇	8
Social Science •◇	8

³ On March 8, the Academic Requirements Committee was tasked by faculty senate with making these changes.

* These credits may not be used to satisfy any major requirement

- Modern Language courses can substitute for hours in one of these areas.

◇ As approved for LACC

LACC

Insert here the LACC section from the current (2009-10) catalog (pp. 42-43). The introductory language of this section could use an overhaul to make it consistent with newly-adopted General Education Learning Outcomes.

Honors LACC

Insert Honors Program section from current (2009-10) catalog (page 48) here.

Math and Computer Science Requirements

Insert text from page 44 here.

Second Language Requirement

This requirement is outlined in a section of the catalog entitled "Undergraduate Studies."

Under this proposal, in the sidebar of p. 40, the two items "Liberal Arts Core Curriculum" and "B.A./B.S. degree requirements" would be collapsed into the single heading, "General Education."

Writing Intensive Requirement

Insert WI section (p. 47) here.

Cultural Diversity Requirement

Insert CD section (pp. 44-46) here.

Transfer Policies

Insert transfer policies from page 48 here.

APPENDIX 2

Reorganized Academic Requirements Committee⁴

The membership of the expanded ARC, starting fall 2011, shall be:

1. Special Education Division, College of Education (COE)
2. Health & Physical Education Division, COE
3. Division of Teacher Education, COE
4. Business Division, College of Liberal Arts & Sciences (LAS)
5. Creative Arts Division, LAS
6. Computer Science Division, LAS
7. Humanities Division, LAS
8. Natural Science & Math Division, LAS
9. Psychology Division, LAS
10. Social Science Division, LAS
11. Academic Advising Office, non-voting ex-officio
12. Registrar's Office, non-voting ex-officio
13. Library Representative
14. Student Representative
15. Student Representative

APPENDIX 3:

Survey of Alignment of General Education Courses with WOU GELO

(see separate document on senate webpage)

⁴ This amended version of the committee's structure, proposed by Committee on Committees, was adopted by senate on May 10, 2011.