Place and time: The meeting of the General Education Committee was called to order at 2:23 PM, on December 13, 2010 in Rm. 4104 at the Knight campus and by video conferencing at the Newport, Providence, and Lincoln campuses.

Membership: Members present were: Margaret Burke, Computer Studies, Martin Camacho, Dean of Arts, Humanities, and Social Sciences, Kate Dunnigan, Social Sciences, Cindy Hansen, Biology. Susan Miller, Library, Jeanne Mullaney, Foreign Languages Jack Owens, Physics, and Allison Petro, English.

Ramona Skelly was present in behalf of the Mathematics department for today’s meeting.

It was noted that there is a need for additional members from Performing Arts and Social Sciences in view of the large range of disciplines encompassed by those departments.

Approval of Minutes

Motion to approve the minutes for 10/18/10 as presented was made and seconded.

Motion passed with one abstention.

Motion to approve the minutes for 11/8/10 as presented was made and seconded.

Motion passed with one abstention.

The minutes are to be published via a web site which can be accessed only by those with a CCRI account.

Report from sub-committees - Revisions to Educated Person goals

Subcommittee for goals 1 & 2

The first goal reads:

1. Effective Communication
   Demonstrate English language fluency
   Utilize current communication technology
   Organize and present ideas effectively, both orally and in writing

The first line should be revised to read:

Utilize standard English grammar and mechanics.

Much discussion concerning this re-wording ensued.
This is easier to evaluate than the requirement of fluency.
It states more clearly what is intended.
Do we really mean English or would any language meet the requirement? After much
discussion of this point it was decided that English is appropriate. The NEASC standards are
insistent on English.
Should the word utilize be kept? Why not simply use?
What about the word mechanics? In writing, this refers to spelling, punctuation, capitalization,
etc. In subsumes all these things. Is its meaning evident, within this context, to the average
student? It was decided to give further thought to this question.

The second line should be eliminated.

The subcommittee felt that it would be covered under critical thinking.

The new second line

Create work that addresses a given purpose and context and responds to the target audience.

The new third line

Present the central idea, supported by concrete, relevant details.

This is a value rubric.

The new fourth line

Establish a clear and consistent sequence of ideas

This pertains to the organization of ideas. Emphasized in Composition I and Speech 1100.

The student should be able to write expository prose grammatically using well structured
paragraphs and in a manner that is well organized and well reasoned.

The student should be able to participate in oral discussions using grammatical, standard English.

The second goal reads:

2. Critical Thinking

Identify, analyze, and understand complex ideas

Use information technology appropriately to locate, evaluate and apply research data.

Draw inferences from facts

Evaluate and present well-reasoned arguments

The first line should be revised to read:
Identify and analyze complex ideas and arguments.

This goal is assessable, whereas understanding is not readily assessable.

The second line should be revised to read:

Recognize the nature and extent of information needed.

Add a new line to read

Locate, evaluate and use information effectively.

The two statements above constitute the definition of information literacy according to the American Library Association. The focus is on intellectual skills rather than the technology used to accomplish result. The presumption is that appropriate technology will be utilized in attaining this goal.

Revise the third line to read:

Draw logical conclusions from information.

Revise the fourth line to read:

Present a well-reasoned perspective.

Relative to critical thinking, are we asking our students to present or articulate more than one perspective, or one that is not their own. It was agreed that multiple perspectives should be included.

Replace Present with articulate.

The revised statement should read:

Articulate well-reasoned perspectives.

Why do we omit evaluate? A lengthy discussion followed. Evaluating a perspective is considered to be a part of the process of articulating a perspective.

How about technology literacy? The sub-committee felt that it is not a part of liberal arts. Technology keeps advancing so it presents a moving target, making it difficult to adopt language that would not require constant revision.

What’s wrong with using current communication technology as a goal? Used widely today.

How do we assess it?

Subcommittee for Goals 3 & 4

These goals were discussed through an on-line presentation.
The third goal reads:

3. Quantitative and Scientific Reasoning
   Demonstrate an understanding of mathematical and scientific principles
   Apply these principles to the solution of problems in academic work and in everyday life
   Interpret numeric information in graphic form
   Apply scientific methods to the inquiry process

The new first line

Demonstrate an understanding of mathematical or scientific principles.

   We are not requiring both science and mathematics, so it is necessary to change and to or.

The new second line:

Apply mathematical or scientific principles to the solution of problems in academic work or in everyday life.

The new third line:

Interpret numeric information in graphical form.

The new fourth line:

Apply a scientific approach in asking and answering questions about the world.

The fourth goal reads:

4. Social Interaction
   Evaluate ethical dimensions of decisions.
   Use teamwork to accomplish tasks in groups.
   Demonstrate an understanding of global, cultural and historical perspectives

The first line should be left as is.

   It relates to one of the rubrics
   How do we implement and gather evidence for ethical decision-making? It was stated that ethics should be a part of every science course. It is also covered in the nursing and allied health programs.

The second line and third lines should be left as is.

Development of rubrics for each goal

How about coming up with rubrics from each of the subcommittees? Clean up sentences from goals #1 & 2, now relate to rubrics for next session.

Discussion of Pages 16 and 17 before catalog changes
Read catalog language on assessment of student learning for possible editorial changes. Recommendations for change in the language should be submitted by Wednesday.

Motion was made and seconded to re-word the language on Page 17 in the catalog with specific language to be worked out through e-mail communication. The motion passed unanimously.

P. 17, Is the distribution correctly articulated?

In the humanities prefatory material, what does the last sentence mean? It needs to be clarified.

**Role of General Education Committee**

The Curriculum Committee has raised the issue of how it is to be decided if a course meets general education requirements. A motion was made at the Curriculum Committee meeting to allocate the responsibility for acceptance of a course as meeting General Education requirements to the General Education Committee.

The General Education Committee should be responsible for establishing criteria for the acceptance of a course as meeting a General Education requirement.

**Agenda for the next meeting**

The next meeting was set for Thursday, February 3, 2011, at 2 P.M.

Video conferencing to Newport will not needed.

**Adjournment**

Meeting adjourned at 4:06 P.M.

Respectfully submitted,

Jack Owens