

Faculty Council Vote on GEC Report n=35

Please note that some ballots delineated more than one caveat per issue and thus the number of caveats listed may not always equal the tally given in the tables.

(One senator did not vote on a number of these issues).

1. Credit Hours in the GEC

Support the credit hour reduction from 105 to 98 (for BAs), (110 to 103 for non-MAPS BS)	Yes 30	No—more credits (how many?) 2	No—fewer credits (how many?) 3
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If you answer “No” to this question, please indicate what kinds of courses or categories should be supplemented or reduced.

Comments from those who voted “No—more credits”:

- 1: Retain current requirements--105 BA, 110 BS. **A**
- 1: Add back in 3 more credits—just eliminate capstone **B**
- 1: Retain current curriculum, but allow for exemptions for courses or categories included in student’s major **C**
- 1: One senator reinforced his/her “yes” vote with “consider this overwhelmingly” **H**

Comments from those who voted “No—fewer credits”:

- 1: Reduce GEC to 50% of total curriculum **D**
- 1: Should be 95 hours for BS, 90 hours for BA **E**
- 1: 98 hours is far too many **F**
- 1: One Senator voted on a different ballot and objected to requiring 2 History courses, 3 Humanities/ VPA courses, and 3 Diversity courses **G**

2. Curricular recommendations

A. Replace sequences with clusters in the Natural Science, Social Science, and History requirements	Yes 25	No 9	Caveat Y-2
B. Retention of general outlines of the current GEC	8	1	Y-1
C. Require 3 diversity courses, 1 US & 2 international (eliminates the current requirement for 1 non-western course)	26	9	Y-11 N-6
D. Allow students to choose between a third writing course and a capstone course that has a substantial writing component	25	8	Y-5 N-7 O-1

Caveats for A “Clusters”.

Yes caveats:

- 1: Must be careful not to allow departments to steal students **H**
- 1: Departments should have authority to define what constitutes a cluster **I**

Caveats for B “General Outline”: Please note that senators were asked to delete this item since

Number 1: “Credit Hours in the GEC” replaced it.

Yes caveat:

- 1: But reduce the number of hours required in each category **D**

Caveats for C: “Require 3 diversity courses, 1 US & 2 international (eliminates the current requirement for 1 non-western course)”:

Yes caveats:

- 9: Reinstate requirement for one non-western course **A J K M N Q R U Z**
- 1: But this could have implications for students who plan on an M.Ed. and need a “World Lit” course, now generally fulfilled through the GEC for Ohio accreditation. **C**
- 1: Agree with eliminating non-western requirement **H**

No caveats:

- 2: Reduce **I S**
- 3: Cut to two (1 US, 1 International) **D L T**
- 1: three courses, but one non-western

Caveats for D “Allow students to choose between a third writing course and a capstone course that has a substantial writing component”:

Yes caveats

- 1: Support “Fink Amendment”¹ without 3rd writing course. **D**
- 2: Support “Fink amendment” **P X**
- 1: Oppose “Fink Amendment” **W**

No caveats

- 1: Require both capstone and third writing course **A V**
- 2: Support “Fink Amendment” **U V**
- 1: Oppose “Fink Amendment” **H**
- 1: Explore “Fink Amendment” **J**
- 1: Require both capstone and third writing course **O**

3. Full Implementation of 3rd Writing/Capstone Course Option

Yes-27	No-5	Caveat Y-7 N-2 O-2
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Yes caveats:

- 1: Full implementation of both 3rd writing course and capstone course **A**
- 1: Capstone yes, 3rd writing course no **D**
- 1: If centrally funded **L C C**
- 2: If funding is available/ must be funded **Z A A**

¹ By the “Fink Amendment,” senators mean a proposal whereby both the capstone and the third writing course would remain GEC requirements, and the GEC would instead be reduced by allowing students to be exempt from those courses and/or categories that are covered by their majors (a decision to be determined by each college and/or major proposing such exemptions to the ASC Curriculum Committee and their approving them).

- 4: Should/must be centrally funded **R S V BB**
- 1: Entered three yeses **Y**

No caveats:

- 1: Everyone needs a third writing course **C**
- 1: Drop the capstone and third writing course. Substitute an additional introductory expository prose writing course. On or the other would be better than both **B**

4A. Three- and Four-Credit Courses

Encourage more 3- and 4-credit courses	Yes-18	No-16	Caveat Y-1 N-4
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Yes caveats:

- 1: If workload is also reduced (not a 5 hour course crammed into a 4 hour course) **V**

No caveats:

- 1: 3- or 4-credit hour courses are more appropriate in some disciplines. 5-hour courses are appropriate in others. **B**
- 1: Concern about consequences of courses on student effort **H**
- 1: But 3/4 hour courses should be permitted as GEC courses **J**
- 1: Encourage this only if GEC is configured in credit hours **K**

4B. Courses Versus Credits

Configure GEC in courses	Yes-14	No-19	Caveat
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5. Ancillary Recommendations

Approve the report's ancillary recommendations	Yes-28	No 2	Caveat Y-16
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Comments:

#1 Address inaccurate perceptions about general education in general and the GEC in particular

- Some [of these recommendations] are too vague to implement. How would you do #1 and why would you try? **C**

- Oppose **DD**

#2 Publicize the GEC petition process

- If GEC petition process is publicized, it will probably need to be streamlined. **Q**
- no: **FF**

#5 Offer more sections of oversubscribed GEC courses

- Where will funding come from for more oversubscribed courses? **DD**

#6 Increase the variety of times courses are offered

- no **FF**

#7 Streamline GEC course approval process

- Could dumb down the courses-need to be careful **H**

- #8 Encourage more upper-level GEC courses
 - Oppose more sections of upper level courses **Z**
- #9 Enforce the university rule requiring 15 hours of free electives in all programs
 - Uncertain why rules are currently flouted in certain departments/colleges **H**
 - Motivation? What is the historical reason it is a rule? I heard an interesting story about its origin that suggests the reason it was introduced are no longer valid. **Q**
 - Opposes **V**
- #12 Experiment with more effective means of communicating GEC requirements to students
 - Definitely **DD**
- #13 Continue to explore a four-year graduation plan
 - Why should we **DD**
- #15 Establish permanent GEC Oversight Committee
 - 5: Within ASC **J R T U X**
 - 1: As independent faculty committee in ASC **A**
 - 2: Should be University Wide but heavily ASC **W Y**
 - 4: University wide: **D M H V**
 - 2: No permanent oversight committee **I Z**

6. Time to Degree

Retention of the current 191 hours-to-graduation requirement (in those colleges where this requirement currently prevails)	Yes	No	Caveat
	29	5	Y-1 N-3

Yes caveats:

- 1: Except reduce upper-level credit hour requirement by 5 **C**

No caveats:

- 1: Drop it to 180. Move OSU away from more 5 hour courses to more 3 & 4 hour courses. **D**
- 1: ~180 **E**
- 1: Allow different programs to decrease required hours **F**

7. Embedded Competencies: Do you support the recommendations on embedded competencies? Yes: 14 No: 11

Yes caveats:

- 1: But must be sensitive to departmental idiosyncrasies **H**
- 1: Please pursue documentation of embedded competencies **N**
- 1: Yes, definitely **U**

No caveats:

- 1: unworkable **B**
- 1: are purely pro forma **J**
- 1: Difficult to shoehorn every GEC course into that model. There will be exceptions that don't fit. **D**

- 1: Too vague a set of criteria, some are not appropriate **P**
- 1: Must consider costs if additional class sessions are required **X**
- 1: Against purpose **I**