

# General Education Committee Handbook

2005-2006



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## **CHARGE AND MISSION**

The General Education Committee's (GEC) primary responsibility is to review and make recommendations to the college's administration and the Board of Trustees relating to its general education program and in accordance with the college's mission to ensure a high quality education and a learning environment for all who desire to gain knowledge and enrich their lives. The Committee will review the general education curriculum and submit recommendations on academic matters including but not limited to the following:

- HCC courses that are included in the general education curriculum;
- IDS 2110 *Connections*;
- Computer proficiency requirement.
- General education goals and learning outcomes.

Responsibilities of the GEC also include, but are not limited to the list below:

- Making reports to the Academic Affairs Committee;
- Reviewing and revising the charge of the committee on a regular biennial schedule.
- Reviewing the relationship of and receiving reports from the General Education Assessment Committee, the Gordon Rule Committee, and any additional committees convened as part of the mission of the General Education Committee;
- Helping to improve the information flow between the administration and the faculty on general education matters.

## **FREQUENCY OF MEETINGS**

The GEC will meet at least once a term. The Committee Co-Chairs may call additional meetings.

## **MEMBERSHIP**

The GEC will consist of the following:

- Two co-chairs, to serve on staggered, two-year terms.
- Two members each from clusters one through six. No more than one member from each cluster may be non-tenured.
- Two members from clusters eight through twelve.
  - One member will represent health sciences/nursing;
  - One member will represent the other occupational/technical clusters.
- One library member and one counselor member. The respective clusters will elect these members.

The associate in arts director will serve as the administrative liaison to the committee. Academic and student services deans, academic directors, the curriculum assistant and

college staff will serve as resource staff and be available to the GEC to advise it on items under its jurisdiction.

### **Selection and Role of the Co-Chairs**

The GEC will elect one co-chair each ~~spring~~ fall term to enable the co-chairs to serve staggered terms. Candidates for chair must have served on the GEC.

The co-chairs will serve for two academic years. A co-chair may run for election again.

If the GEC chooses a co-chair from an active representative to the GEC, the curriculum cluster or campus will appoint a new representative.

In March, a nominating committee from the GEC shall solicit nominations for chair from consenting representatives who have served on the GEC. In April, the GEC will vote and the co-chair shall be announced electronically.

Responsibilities of the co-chairs (or designee) will include, but are not limited to the following:

- Facilitating the GEC;
- Understanding parliamentary procedure;
- Having the power to break all ties;
- Working with the curriculum clusters and the administration to assure that GEC issues are addressed in a timely fashion;
- Forwarding recommendations to the administration;
- Orienting new members;
- Overseeing the revision of the GEC Handbook.

### **Selection and Role of the Representatives to the GEC**

During the month of August, elections will be held for GEC membership. Membership will be staggered so that only one new representative is elected each year:

- Two members each will serve from clusters one through six. No more than one member from each cluster may be non-tenured. The clusters will elect their representatives on a staggered basis.
- Two members will serve from clusters eight through twelve – one to represent health sciences/nursing and the other to represent all other occupational/technical clusters. The members will serve on a staggered basis. The director of technical services will assist in coordinating this election.
- One library member and one counselor member will also be elected to serve. The respective clusters will elect these members on an annual basis.

The role of the GEC member is to examine general education issues with the well being of the student and the college as a whole as the primary focus. The responsibilities of the members include the following:

- Members will commit the time to attend meetings of the GEC. In the event a member is unable to attend, he or she is responsible for sending an alternate.
- Members have the responsibility to communicate, in a timely fashion, all decisions of the GEC to the members of the cluster or the campus faculty.
- Members, after review of the agenda, have the responsibility to prepare for the discussions and votes on each agenda item, and when appropriate, poll the members of their cluster or campus.
- Members should be impartial in their judgment and work to avoid the appearance of a personal agenda or interest.
- Members may call a meeting of their cluster to address urgent cluster issues for submission to the GEC.

GEC members should note that their charge is to make informed decisions about issues affecting the entire college and not to restrict their concern to matters affecting their own constituency. The faculty should bear in mind that when they have indicated their desire for their representatives to vote in a certain way, the representative might hear persuasive arguments during the meeting that will indicate a different course of action.

### **Role of the Associate in Arts Director**

The associate in arts director will work with the GEC Chair to coordinate the meetings and functions of the GEC.

The director will perform staff functions through the following actions:

- providing secretarial support to the GEC and subcommittees.
- conveying information from the administration regarding state issues.
- providing an administrative update of the decisions of the President and the Board of Trustees to the GEC.
- sending a copy of the GEC meeting agenda to the faculty-at-large as well as to the GEC members five days prior to the meeting. Meeting minutes will be placed in a public folder after approval by the GEC.
- maintaining the GEC program history files.

Academic, student services, and learning resources deans, academic directors, and management and information systems staff will serve as resource staff and be available to the GEC and its subcommittees to advise it on items under their jurisdiction.

## **AGENDA ITEMS**

A proposal for agenda items must be submitted for inclusion on the agenda of an GEC meeting at least ten working days prior to the start of the meeting.

One week prior to a regularly scheduled meeting, staff will distribute an agenda with minutes from the previous meeting with supporting documentation to members of the GEC. A copy will be maintained in public folders.

All proposals voted on by the GEC will be forwarded to the Academic Affairs Committee and the vice president for education and student development, whether approved or not approved.

## **STANDING COMMITTEES**

The GEC shall include two standing committees: the General Education Assessment Committee and the Gordon Rule Committee. Other committees may be appointed as needed.

## **Appendix A: COLLEGE-WIDE ACADEMIC CURRICULUM CLUSTERS**

Full-time faculty members are assigned to at least one curriculum cluster committee related to their discipline or field. The composition of the curriculum cluster committee includes the following disciplines and fields:

### **Liberal Arts Clusters (AA)**

- Cluster 1:** English\*, EAP\*, Journalism, Literature, Mass Communications, Reading\*, Speech
- Cluster 2:** Art, Dance, Foreign Language, Graphic Design, Humanities, Music, Philosophy, Theater Arts
- Cluster 3:** Mathematics\*, Statistics
- Cluster 4:** Aquaculture, Environmental Science, Landscape and Horticulture Technology, Natural Science, Physical Science, Veterinary Technology
- Cluster 5:** Anthropology, Early Childhood Management, Education, Psychology, Sociology
- Cluster 6:** History, Political Science
- Cluster 7:** College Preparatory (writing, reading, mathematics, EAP)

\* Each member of the college preparatory curriculum cluster is also a member of his/her respective discipline cluster.

### **Technical Programs Clusters (AS, AAS, CCC)**

- Cluster 8:** Nursing
- Cluster 9:** Health Sciences, Counseling and Human Services, Physical Education, Sign Language Interpretation
- Cluster 10:** Accounting, Business Administration, Culinary Management, Economics, Hospitality and Tourism Management, Industrial Management, Restaurant Management
- Cluster 11:** Criminal Justice, Fire Science, Law Enforcement, Legal Assisting, Radio and Television Broadcasting
- Cluster 12:** Architectural Design/Construction, Biomedical Equipment Engineering, Computer Engineering, Computer Sciences, Electronics Engineering, Foundation Studies in Architectural Design, Manufacturing Technology, Office Administration

### **Non-instructional Faculty**

- Cluster 13:** Counseling
- Cluster 14:** Librarians

**Note:** A full-time faculty member teaching in more than one discipline is entitled to membership in each respective cluster.

## Appendix B: GENERAL EDUCATION OUTCOMES AND CLUSTER LEARNING OUTCOMES

### **General Education Outcome: Students who complete the HCC general education core curriculum should be able to demonstrate**

- 1: their ability to think critically
- 2: their ability to express themselves clearly in written and oral communication
- 3: their ability to express themselves effectively in quantitative terms.
- 4: their understanding of and appreciation for the value and significance of culture
- 5: the scientific method of inquiry and the historical and contemporary impact of science on daily life
- 6: their understanding of global, political, social, economic, and historical perspectives
- 7: their ability to use technology to access, retrieve, process, and communicate information

### **Cluster 1 (English/Communications): Students will demonstrate the ability to**

- 1.a. communicate in standard American English, both in speech and in writing
- 1.b. think critically, showing original thought
- 1.c. synthesize and integrate information
- 1.d. read critically
- 1.e. organize a task and follow through to completion
- 1.f. research
- 1.g. apply the precepts of logic
- 1.h. attend, participate in, and contribute to group sessions

### **Cluster 2 (Humanities/Fine Arts): Students will demonstrate the ability to**

- 2.a. evaluate the various humanities and show their inter-relationships
- 2.b. relate the contributions of the various humanities' diverse populations to societal institutions
- 2.c. research an area of humanities and gather information that helps evaluate a question and explanation about that particular area or period
- 2.d. communicate an understanding of the terminology, concepts and key personalities in the various humanities
- 2.e. discuss some of the key factors affecting relationships among cultures and evaluate their relative efficacy

### **Cluster 3 (Math): Students will demonstrate the ability to**

- 3.a. utilize mathematical techniques and procedures in problem-solving activities.
- 3.b. recognize and use the words and symbols of mathematics
- 3.c. utilize logical reasoning and critical thinking skills in analyzing mathematical problems and models.
- 3.d. comprehend and draw appropriate inferences from numeric data in various forms

### **Cluster 4 (Natural Sciences): Students will demonstrate the ability to**

- 4.a. utilize logical reasoning and critical thinking skills in analyzing scientific problems and models
- 4.b. use and understand the scientific method of inquiry
- 4.c. provide examples of how scientific knowledge affects and changes our lives.
- 4.d. distinguish between ideas constructed using scientific methodology and ideas with a pseudo-science basis

**Cluster 5 (Behavioral Sciences): Students will demonstrate the ability to**

- 5.a. communicate an understanding of the vocabulary, concepts, and key personalities, and contributions of various approaches to the study of human behavior in the behavioral sciences.
- 5.b. communicate an understanding of the relative contributions of biological and environmental factors affecting human behavior.
- 5.c. discuss some of the key factors affecting relationships among cultures and between generations and evaluate their relative efficacy
- 5.d. describe the impact of technology on individuals, groups, and cultures
- 5.e. discuss some of the future challenges faced by societies and individuals as we enter the new millennium

**Cluster 6 (History/Social Sciences): Students will demonstrate the ability to**

- 6.a. evaluate the causes of past events and relate them to problems and issues of today.
- 6.b. relate the contributions of the United States' diverse populations to changing our political, economic, and social institutions
- 6.c. relate their constitutional rights to real issues and events in American history
- 6.d. research an historical event and gather information that helps evaluate a question and explanation about that event

## Appendix C: SATISFACTION QUESTIONNAIRE

### IDS 2110 Connections Student Satisfaction Questionnaire

Please answer the following questions as they relate to your experiences at HCC.

How many credit hours do you have now? Not including this semester \_\_\_\_\_

How many hours are you taking this semester? \_\_\_\_\_

Which course or courses have you found most interesting/helpful and why?

Regarding student services please rank from 1 (not helpful) to 5 (very helpful) the following:

Not Helpful -----Helpful-----Very Helpful

	1	2	3	4	5
Advising and Counseling					
Bookstore					
Financial Aid					
Library Facilities					
Library Services					
Registration, in person					
Registration, telephone					
Registration, Web					
Student Government Organizations					

If you had positive and helpful experiences with any of the above areas please explain in as much detail as possible.

If you have encountered particular problems in any of the above areas, please explain in as much detail possible.

As a course, what do you think IDS 2110 Connections did for you?

## **Appendix D: GENERAL EDUCATION SURVEY FOR STUDENT SERVICES STAFF**

### Student Services Feedback Survey

1. Have you encountered any transfer problems related to our current general education program (this would include both transfers into our institution and transfers of our students to other institutions)?
2. Are there any specific difficulties related to explaining our current general education program to students?
3. Have you encountered problems related to scheduling students into classes that are part of our current general education curriculum?
4. Have you encountered problems related to graduating students under the current general education curriculum?

**Appendix E: IDS CONNECTIONS Rubric**

**General Education Scoring Rubric for IDS 2110 Connections**

<b>Instructor Name:</b> _____  <b>Section and Title:</b> _____  <b>Term:</b> _____	<b>Directions:</b> For each section of IDS 2110 Connections that you have taught, please indicate which general education outcomes and cluster learning outcomes you used. In the appropriate performance indicator box associated with the general education outcome or cluster learning outcome, please place the number of students who would have achieved a score of 1, 2, 3, 4, or 5. For example, if you used General Education Outcome 1, please indicate how many students would be scored a 1, etc., in the appropriate box in the corresponding row.				
<b>Performance Indicators</b>	Inadequate: fails to identify any relevant aspects, concepts, or factors or their impact relative to the Outcome/outcome	Minimal: superficial commentary not reflecting any understanding of the Outcome/outcome	Average: identifies influential aspects, concepts, or factors but does not make interconnections	Above Average: adequately identifies influential aspects, concepts, or factors, their interrelatedness and consequences	Excellent: exhibits a broad understanding of aspects, concepts, or factors, their interrelatedness and consequences
<p align="center"><b>Score</b></p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>General Education Outcomes and Cluster Learning Outcomes</b>					
<b>General Education Outcomes: Students who complete the HCC general education core curriculum should be able to demonstrate</b> 1: their ability to think critically					
2: their ability to express themselves clearly in written and oral communication					
3: their ability to express themselves effectively in quantitative terms.					
4: their understanding of and appreciation for the value and significance of culture					
5: the scientific method of inquiry and the historical and contemporary impact of science on daily life					
6: their understanding of global, political, social, economic, and historical perspectives					
7: their ability to use technology to access, retrieve, process, and communicate information					

<b>Cluster 1: Students will demonstrate the ability to</b>					
1.a. communicate in standard American English, both in speech and in writing					
1.b. think critically, showing original thought					
1.c. synthesize and integrate information					
1.d. read critically					
1.e. organize a task and follow through to completion					
1.f. research					
1.g. apply the precepts of logic					
1.h. attend, participate in, and contribute to group sessions					
<b>Cluster 2: Students will demonstrate the ability to</b>					
2.a. evaluate the various humanities and show their inter-relationships					
2.b. relate the contributions of the various humanities' diverse populations to societal institutions					
2.c. research an area of humanities and gather information that helps evaluate a question and explanation about that particular area or period					
2.d. communicate an understanding of the terminology, concepts and key personalities in the various humanities					
2.e. discuss some of the key factors affecting relationships among cultures and evaluate their relative efficacy.					
<b>Cluster 3: Students will demonstrate the ability to:</b>					
3.a. utilize mathematical techniques and procedures in problem-solving activities.					
3.b. recognize and use the words and symbols of mathematics					
3.c. utilize logical reasoning and critical thinking skills in analyzing mathematical problems and models.					
3.d. comprehend and draw appropriate inferences from numeric data in various forms.					
<b>Cluster 4: Students will demonstrate the ability to</b>					
4.a. utilize logical reasoning and critical thinking skills in analyzing scientific problems and models					

4.b. use and understand the scientific method of inquiry					
4.c. provide examples of how scientific knowledge affects and changes our lives.					
4.d. distinguish between ideas constructed using scientific methodology and ideas with a pseudo-science basis.					
<b>Cluster 5: Students will demonstrate the ability to</b>					
5.a. communicate an understanding of the vocabulary, concepts, key personalities, and contributions of various approaches to the study of human behavior in the behavioral sciences.					
5.b. communicate an understanding of the relative contributions of biological and environmental factors affecting human behavior.					
5.c. discuss some of the key factors affecting relationships among cultures and between generations and evaluate their relative efficacy					
5.d. describe the impact of technology on individuals, groups, and cultures					
5.e. discuss some of the future challenges faced by societies and individuals as we enter the new millennium.					
<b>Cluster 6: Students will demonstrate the ability to</b>					
6.a. evaluate the causes of past events and relate them to problems and issues of today.					
6.b. relate the contributions of the United States' diverse populations to changing our political, economic, and social institutions					
6.c. relate their constitutional rights to real issues and events in American history					
6.d. research an historical event and gather information that helps evaluate a question and explanation about that event					