Background. The General Education Council has oversight for the General Education Program. In 2012, the University Senate (Proposal 15-12) approved a new General Education core to be implemented beginning fall 2013. In 2014, the University Senate (Proposal 27-14) approved renaming the core course lists (HUFA 2000 became Goal 4 Critical and Creative Thinking; SBS 2000 became Goal 8 Social Responsibility and Ethical Reasoning). It also approved significant revisions to the HASS and STEM components of the program, including the removal of Creative Endeavor and Supplemental HASS categories, adding HASS and STEM Restricted categories, and requiring UN1015 and UN1025 as prerequisites for upper division courses. This completed the intentional revision of the program to (1) provide a foundation for the University Student Learning Goals (USLGs) that were established in 2011 and (2) align distribution requirements with the Michigan Transfer Agreement (MTA) for transferability of 30 credits of general education among Michigan public universities.

The General Education curriculum consists of the following requirements aligned with the USLGs:

- Core courses (12 credits)
  - UN1015 Composition (Goal 5 Communication; 3 credits)
  - UN1025 Global Issues (Goal 3 Global Literacy; 3 credits)
• Goal 4 Critical and Creative Thinking (3 credits)
• Goal 8 Social Responsibility and Ethical Reasoning (3 credits)

• HASS Electives (12 credits) -- Humanities, Arts and Social Sciences (Goals 3, 4, 5 and 8)
  o There are separate lists for Composition or Communication, HU or FA, EC or PSY or SS. 3 credits from each list is required.
  o 6 credits must be upper division 3000-4000 level courses
  o No more than 3 credits from the HASS Restricted list can be used to satisfy HASS requirements.
  o Each course can satisfy only one requirement.

• STEM (15 credits, Goal 2 Knowledge of the Physical and Natural World) -- Science, Technology, Engineering and Mathematics

• Co-curricular activities (3 semester units)

For additional information on the program, see www.mtu.edu/general-education.

Implementing the New Program. Beginning fall 2015, all General Education courses have to be aligned with a USLG. All existing and new HASS and STEM courses and any new core courses had to be re/approved by the General Education Council based on alignment with USLGs. Departments submitted draft lists of courses with goals in spring 2014. Faculty teaching individual courses submitted proposal forms for HASS and STEM that include learning goals, statements regarding evidence for learning, and syllabi with goals included and rubrics linked. These forms are available on the Course Proposal Guide website at http://www.mtu.edu/registrar/faculty-staff/course-proposal/.

Courses currently listed as Creative Endeavors or Supplemental had to apply to be included in the new HASS list for 2015-16. Chairs in departments offering these courses were notified of the need to propose these courses for HASS in August 2014 and again in November 2014; see Appendix 4). The Council also considered courses for the new HASS Restricted and STEM Restricted lists.

The main work of the Council in 2014-15 consisted of organizing and reviewing proposals of new and existing courses for approval as courses were taught in fall and spring semesters. Courses to be taught in 2015-16 were provisionally approved and will be reviewed in 2015-16 for final approval. In April 2015 a new list of 2015-16 General Education courses (Core, HASS, STEM) was distributed to advisors and posted to the web at http://www.mtu.edu/registrar/pdfs/General%20Education%20List%202015-16.pdf. In addition, the registrar has tagged all approved General Education courses with its learning goal in Banner. Since General Education courses should be taught at least once every two years, all existing courses should be reviewed and approved by the end of spring 2016.

It is important to note that the new Gen Ed program applies only to new students, transfer students, and students changing majors in 2015-16 and thereafter. Current students continue under the former General Education program. An April workshop
was held for academic advisors on this transition. The General Education website contains a table with substitutions for current students [http://www.mtu.edu/provost/academic-policies/general-education/programs/](http://www.mtu.edu/provost/academic-policies/general-education/programs/). Helene Hiner in the Provost’s Office will work with advisors and the transfer office to fairly allocate credits for students in transition between programs.

**Assessment of Student Learning and Goal Committees.** The Goal Committees for Goals 2, 3, 4, 5, 6 and 8 were fully constituted in 2014-5 ([Appendix 1](#)). The Goal 2 STEM Committee was formed spring semester and chaired by John Jaszczak. It created the STEM list and reviewed STEM courses for approval.

In May-June 2015, Goal Committees led assessment of student learning in these General Education courses and invited faculty teaching these courses to participate in assessment. Committee reports for 2013-14 were reviewed by the General Education and Assessment Councils; reports for 2014-15 were reviewed in fall 2015.

Random samples of student work were solicited from all core and HASS courses taught in 2014-15 that would continue to be taught in 2015-16 (courses to be removed next year were not assessed). The Council met with the Goal Committee chairs in March 2015 to discuss how to proceed with assessment. It is anticipated that 351 student work samples be pulled for assessment. See minutes from March 16 ([Appendix 3](#)).

*LiveText* assessment technology will be implemented in Fall 2015 to organize assessment for UN1015 and UN1025.

**Faculty Support.** The Jackson Center for Teaching and Learning has an instructional designer/assessment specialist, Jean DeClerck, to provide support to faculty and departments. A publicly-available Canvas course on General Education and Assessment at [https://mtu.instructure.com/courses/840149](https://mtu.instructure.com/courses/840149) supplements information on the General Education webpage at [http://www.mtu.edu/general-education/](http://www.mtu.edu/general-education/); a Canvas University Learning Goal Help Resources course provides extensive information about each learning goal. Forms for the binder process are available at the Course Proposal Guide website [http://www.mtu.edu/registrar/faculty-staff/course-proposal/](http://www.mtu.edu/registrar/faculty-staff/course-proposal/).

The Associate Provost provided matching funding for blended learning proposals for UN1015 Composition and UN1025 Global Issues.

**University Senate Committee on General Education and Assessment.** In summer 2014, the University Senate leadership created a new Senate committee on General Education and Assessment. It was charged with the following responsibilities:

- In all curricular matters related to General Education and Assessment:
  - Regulations regarding attendance, examinations, grading, scholastic standing, probation, and honors (III-F-1-a-iii).
b. Teaching quality and the evaluation of teaching (III-F-1-a-iv).
c. Academic freedom: rights and responsibilities (III-F-1-a-vii)

The committee met with many departments on campus and also with the Assessment and General Education Councils. It became apparent in the conversations with the Senators that there is still a lot of confusion about assessment processes, the difference between assessment for general education and for degree programs, and faculty fear of retribution based on assessment results. It was also clear that chairs are the key to successful implementation and must value and reward faculty who engage in assessment.

The Associate Provost funded the committee chair, Tim Scarlett, to attend the AAC&U meeting on General Education and Assessment. As of the end of the academic year, no report was forthcoming from the Committee or from the Chair (a report on the AAC&U meeting was requested).

**Council Membership.** In 2014-5, Jean DeClerck, the assessment specialist representing the Center for Teaching and Learning, and Karla Kitalong, Coordinator of core course UN1015 Composition, joined the Council. In 2015-16, two Council members will rotate off the committee: Patricia Sotirin (Humanities, Goal 5 Chair), Steve Walton (Social Sciences), Tom Merz (Economics). Karla Kitalong will replace Sotirin. Bary Sfor Social Science has been named. Economics and Cognitive and Learning Sciences declined to send representatives.

**Conference attendance.** To stay current on how general education is managed at other institutions, Council members and other faculty attended several conferences:
- AAC&U Global Learning in College, October 2014 – Walck, Oliveira, Amador
- AAC&U Annual Meeting, January 2015 – Walck
- AAC&U General Education & Assessment Conference, February 2014 – Walton, Scarlett

**Infrastructure.** The Council used Google Drive extensively for its work of approving courses this year. The chair will work to transition useful information from Canvas to Google Drive, and perhaps Google Site, for Council documentation in 2015-16. The implementation of *LiveText* next year should make collection of student work for assessment of General Education courses much easier when it is fully implemented in 2016-17.

**Assessment Results.** In fall 2015, the Council reviewed the reports of the Goal Committees and results of assessment of student work in General Education courses (first-year UN courses, core courses --Goals 4 and 8 - and HASS courses) from 2014-
The Goal 2 Committee is working toward an assessment plan for STEM courses in the General Education Program.

This is the second year that student work from UN and Core Courses have been assessed. This is the first year that HASS courses have had a designated University Student Learning Goal, and the first year they have been assessed. Our assessment program is thus still a work-in-progress and Goal Committees are challenged to set expectations with rubrics, assess samples against rubrics, and determine how best to help faculty teaching general education courses to help students achieve the learning goals.

Nonetheless, there is some progress. First-year UN courses and Core Courses have an expectation that students will achieve at level 2 on the criteria on the learning goal rubrics. The UN courses, 1015 and 1025, where faculty (and GTAs) are working in a coordinated way with model assignments, results were strongest: results met expectations on many criteria, and were stronger than the prior year. UN1025 in particular had excellent results. Core courses for Goals 4 and 8 are 2000 level courses taught in multiple disciplines on multiple topics. Criterion 1 for both goals approached a level 2 for a majority of students; while results for the remaining criteria generally showed improvement from the previous year, they were still below expectations. HASS courses are also taught in multiple disciplines on multiple topics. Results on HASS courses, most of which are upper-division courses, yielded somewhat better results than the 2000-level core courses, but did not approach the expected level 3 on the rubric.

The challenge for the coming year is to work with faculty in the Core and HASS courses on methods to improve student learning on the criteria measured by the rubric. Assignment design is crucial to success and educating students about expectations as outlined in the rubrics is also important. Assessors have requested that when faculty submit student work for assessment they also identify which criteria were emphasized in the assignment. Working collaboratively on assignment design and developing faculty learning communities to support student achievement on learning goals are opportunities to improve student learning and thereby assessment results.

Other.

- Faculty teaching UN1015 Global Issues are preparing to offer it as a summer study abroad course for incoming first-year students in summer 2016. Any student who has not yet taken this required course could also register.
- For additional policies, recommendations and clarifications approved by the Council, see Appendix 2.
- New Resources:
  - AAC&U published a new booklet General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement.


**RECOMMENDATIONS FOR 2015-16:**

1. Complete review of “provisionally accepted” HASS courses.
2. Workshop for faculty on developing signature assignments for learning goals.
3. Reconsider having “departmental questions” pertaining to university learning goals on General Education course evaluations as an indirect measure of student learning.
4. Complete transition from Canvas course to Google Drive for Council business.

**APPENDICES**

1. Council and Goal Committee members p. 7
2. New policies, etc. p. 8
3. Meeting with Goal Committee chairs regarding assessment p. 12-13
4. Memo to Department Chairs re HASS eligibility p. 14
APPENDIX 1. 2014-15 GENERAL EDUCATION COUNCIL AND GOAL COMMITTEES

GENERAL EDUCATION COUNCIL

Christa Walck, Associate Provost, Chair
Mark Gockenbach (Math)
Bonnie Gorman, Dean of Students (ex-officio)
Patricia Helsel (VPA)
Theresa Jacques, Registrar (ex-officio)
Karla Kitalong (HU – Composition, spring 2015)
John Jaczczak (Physics)
Jean Kampe (Materials Science)
Tom Merz (SBE, spring 2015)
Jen Sams (Library)
Patricia Sotirin (HU)
Steve Walton (SS)

GOAL COMMITTEES

Goal 2 Knowledge of the Physical and Natural World
Mahesh Gupta MEEM
Sarah Green Chem
Yu Cai SOT
David Flaspoler SFRES
John Jaszcza MEEM (chair)
Mark Gockenbach Math

Goal 3 Global Literacy
Aurenice Oliveira SOT – Chair
Jianping Dong Math
Ramon Fonkue HU
Oliver Gailing SFRES
Kari Henquinet SS
Alex Mayer CEE
Mark Rouleau SS

Goal 4 Critical & Creative Thinking
Robert Johnson HU – Chair
Jared Anderson VPA
William Endres ME-EM
Megan Frost Biomed
Jonathon Robins SS
John Vucetich SFRES

Goal 5 Communication
Patricia Sotirin HU – Chair
Nina Mahmoudian ME-EM
Paul Charlesworth Chemistry
Karla Kitalong HU (Spring)
Jim DeClerck ME-EM

Goal 6 Information Literacy
Jean Kampe MS – co-chair
Sarah Lucchesi Library – co-chair
Andrew Galerneau Chemistry
Lauren Bowen HU
Caryn Heldt CE
Jonathon Reihl Eng Fund
Paulus Van Susante ME-EM
Linda Wanless SOT

Goal 8 Social Responsibility and Ethical Reasoning
Bill Bulleit CEE – chair
Adam Feltz CLS
Beth Lunde Student Affairs
Scott Marratto HU
Paul Nelson SBE
David Watkins CEE
Richelle Winkler SS

1. **Gen Ed Questions for Teaching Evaluation (10-1-14)**. Student evaluations can have “departmental” questions added. Council discussed having questions for Gen Ed courses that are being assessed. This would provide indirect evidence of student awareness and understanding/achievement of the goals. All concurred it was a good idea. Proposed questions were:
   a. What university learning goal did this course explicitly address?
      i. Goal 3 Global Literacy
      ii. Goal 4 Critical and Creative Thinking
      iii. Goal 5 Communication
      iv. Goal 6 Information Literacy
      v. Goal 8 Social Responsibility and Ethical Reasoning
      vi. None of the above.
      vii. I don’t know.
      viii. What is a university learning goal?
   b. This course contributed to my understanding of this goal OR my ability to achieve this goal..]

Departmental representatives found their faculty were against this; however, some faculty raised it in the spring. Council will reconsider this next year.

2. **HASS Prerequisites (10-31-14)**
   a. All upper division courses will have new prereqs: UN1015 and UN1025 or Modern Language Option courses. Registrar will put these into place for registration and they will apply to all students (current or new).
   b. Modern Language Option courses, which are 3000 level courses, will not require UN1015 or UN1025 as a prereq or coreq, since they substitute for UN1025, and we do not want to preclude students from taking them fall semester if they cannot enroll in UN1015.

3. **Co-Curricular proposals (11-21-14)**. Proposal for PE0450 Explorations in Fitness and Health and PE0322 Ski & Snowboard Vertical Challenge were not approved. There is no accountability mechanism to assure that students reporting the data have actually completed the activities.

4. **STEM (12-5-14)**. John Jaszczak reviewed the recommendations for several issues with the new STEM lists. The Council concurred with recommendations:
   a. Interpret rule #1 – all gen ed courses are open to all students – such that there is a gen ed course for all students for each introductory math and science (physics, chemistry, biology). The restrictions have been placed on courses for multiple reasons, but primarily to make sure that students in certain majors take the course that is a prerequisite for advanced courses in
the discipline. Departments give waivers if students that are restricted from these courses choose to take them.

b. Take science courses in “two disciplines” will be interpreted as “courses with two different prefixes.”

c. STEM Restricted list. Not apply rule #1 to these courses. Many have prerequisites.

5. Approving International Studies (IS) coursework for HASS credit. In December 2014, personnel from IPS, Registrar and Associate Provost met and agreed to the following:

a. IS2001/IS3001 courses are granted credit by IPS based on a review of the coursework that the student takes abroad. These courses are not listed in the catalog. They should be. Nancy Gagnon will circulate a course description that will be approved by the General Education Council and IPS for courses that are used for Core or HASS courses that are not direct equivalents of Michigan Tech courses.

b. IS2001 could be used for a Gen Ed Core course only if it clearly meets Goal 4 Critical and Creative Thinking or Goal 8 Social Responsibility and Ethical Reasoning.

c. IS2001 or IS3001 could be used for HASS credit if it meets Goal 3 Global Literacy, Goal 4 Critical and Creative Thinking, Goal 5 Communication or Goal 8 Social Responsibility.

d. SS3990 Topics in Social Science is a HASS course currently. IPS cannot assign SS3990 credit in place of IS3001 credit without the express permission of the Social Sciences department, who shall review the course description and/or syllabus prior to approval.

6. New HASS course review (1-9-15). Two issues emerged:

- How to treat courses with evidence in the form of multiple choice answers to quizzes/tests. It was agreed that the topic of the questions should be identified and samples provided.

- What counts for a "second course in communication" compared to a Goal 5 course without that designation. All students are required to take a second course in communication. There are two requirements for such a course: instructor expertise, and course content (teaching communication). Christa asked Patty Sotirin and Karla Kitalong to better define these two parameters.

7. General Education for Associate Degrees (HU, EET) were approved as follows:

a. UN1015 and UN1025

b. 3 credits from the Goal 4 Critical and Creative Thinking 2000-level List

c. 3 credits from the Goal 8 Social Responsibility and Ethical Decision Making 2000-level List

d. Mathematics 4 credits
e. Laboratory Science 4 credits. Christa will contact the department chairs in HU and EET to ask them to change this on their degree requirements.

8. **Goal Committee Reports. (2-9-15)** A number of issues emerged:
   a. There was considerable discussion about the usefulness of the **criteria averages** (and the role of “0” or “NA” in that average) compared to the “% met target” and frequency distributions.
      i. There was a preference for the latter. But we still need the former.
      ii. **0 and NA should be clearly defined** (note: assessors will not have assignments), as follows:
          1. NA – there is no evidence that the criterion was addressed in the student work.
          2. 0 – there is evidence that the criterion was addressed but below the “beginning” level (1).
   b. There was considerable discussion about how these results could be used by goal committees and faculty teaching courses tagged with these goals.
      i. In the forms just completed for HASS, faculty were asked to identify at least two criterion they intended an assignment to meet – not all the criteria for a given goal. It was suggested that assessors should only assess assignments designated for a given criterion. This would be difficult and introduce a new level of complexity to an already complex process. Also, there is no assurance that in any given year faculty will actually use the assignment noted on the form or stick to the criteria they identified.
      ii. It was suggested that **when the Goal Committees write their reports, they develop a narrative** about what is working and what is needed for improvement that would be shared with faculty teaching gen ed courses. A narrative can currently be told about changes to the UN courses in response to the first round of assessment.
      iii. It was emphasized that a key outcome of assessment was improvement in instruction – the development of assignments that give students opportunities to develop and express their learning, and sharing of instructional practices to improve learning. If assignments (such as signature assignments in UN1015) improve, results should improve.
      iv. The hope was expressed that over time the goal committees plus faculty teaching a course with a particular goal would evolve into learning communities around the goal.

9. **Transfer credit for Gen Ed (4-13-15).**
   a. The Michigan Transfer Agreement will only apply to students who have completed the 30 credits for the MTA and have their transcript stamped MTA. The registrar has created codes for each Gen Ed category per the table
that was approved in the Senate proposal for Gen Ed (e.g. Goal 4 = course in HU or FA) that will be used irrespective of the any course equivalencies. Students in the community colleges will be encouraged to complete the 30 credits, which can be accomplished in one year.

b. Students transferring credit without MTA will transfer in courses on an equivalency basis. Each community college has an articulation agreement in which course equivalencies are listed in the Transfer Guide. Even if a student has 27 credits completed, this is the procedure that is used. There was some discussion re whether a student could be advised to take 3 more credits at Michigan Tech and transfer them back under the MTA. It appears this may be allowed under the MTA; it would require reclassifying transfer credits for that student.

c. It was agreed that equivalencies should be broadly interpreted, e.g. HU2503 and HU2504 could be used for courses in American or European literature.

d. We reviewed the 2000 level HASS courses to determine whether any could reasonably be added to the Core Goal 4 and Goal 8 lists. The consensus was no, they could not.

e. Theresa noted that most transfer credit was awarded for Goal 8 courses or HASS – there was not much transfer of HU and FA credit. This suggests there will be more impact on HU and VPA to deliver courses if transfers increase in the future and they do not fall under MTA. It was also noted that we consider History a Social Science course, not a Humanities course.
APPENDIX 3. General Education Council   March 16, 2015  MINUTES
Meeting with Goal Committee Chairs

Present:  Bill Bulleit, Patricia Helsel, Karla Kitalong, Theresa Jacques, Bob Johnson,  
Aurenice Oliviera, Jen Sams, Patty Sotirin, Steve Walton. Christa Walck  Absent:  
Bonnie Gorman, John Jaszczak, Jean Kampe, Mark Gockenbach, Tom Merz,  

Today’s meeting was dedicated to discussing how to proceed with Gen Ed Assessment  
via the Goal Committees; all Goal Committee chairs were present.  Several issues  
addressed included:  

1. **How many artifacts are being collected?** We reviewed the “Number of Student Work  
   Submissions Collected for fall 2014.” Committee chairs could see how many student  
   work artifacts had been collected from fall semester; we can anticipate roughly the  
   same number for spring semester.  Now that HASS courses are added, the volume  
   increases.  

2. **How many artifacts need to be assessed?** The number collected is approximately 10%  
   of students registered for each course. We discussed how more artifacts from larger  
   classes could skew the results, and how we might balance that. The UN and SBS classes  
   (which include PSY and EC) will be the largest classes. There was some consensus that it  
   would be better to have a few samples from a larger number of classes, than a larger  
   number of samples from just a few classes.  

3. **What levels need to be assessed?** We should assess work in a given goal at introductory  
   (1000-2000 level courses) and advanced (3000-4000 level courses), to see if there is any  
   variation/progress from lower to higher level courses. Assessors will not know the  
   course level of the artifact when they assess it.  Goal 6 Information Literacy only has  
   introductory level courses – they will be looking at the program assessment next year  
   and hopefully be able to follow up in the future with senior projects, etc. in the  
   disciplines.  

4. **Who are the assessors?** The committee members and the faculty teaching the courses  
   to be assessed are the primary assessors. The committee members have responsibility  
   for the goal, and participating faculty will have an opportunity to see how students in  
   other classes are achieving the goal and the types of artifacts that are being submitted –  
   it is a faculty development experience for assessment (faculty should not assess their  
   own students’ work, but this may be less of a problem going forward with the small  
   number of artifacts per class). Aurenice suggested that other faculty could also be  
   invited, such as Curriculum Committee members or chairs, particularly in departments  
   that are not delivering HASS and less likely to be involved in the process. This may  
   provide insight for departments when they assess the goals in their programs.
5. **How many artifacts does each assessor assess?** Last year we did about 20-25 artifacts per assessor, and each artifacts was assessed twice. In a perfect world, we would continue to have multiple assessors per artifact. At this point with the constraints on number of assessors, one read per artifact will be ok. This means that norming must be good to get consensus on what each level means. Depending on the size of the artifact, assessors may be able to do more than 20-25. Compensation has been $250 per assessor.

6. **Voluntary System of Accountability (VSA).** The second handout was from the VSA. Tech belongs to VSA, which is for public universities nationwide. We are participating in the pilot project which assesses Critical Thinking and Communication skills annually using the AAC&U rubrics as the basis of assessment. VSA administrators agreed to let us use General Education courses instead of first year and senior year. We will use the following for reporting out to VSA:
   a. Critical Thinking: HUFA/Goal 4 courses (intro) and HASS 3000-4000 level (advanced)
   b. Communication: UN1015 (intro) and Second course in Communication/Composition (advanced)

7. **Process:**
   a. Extracting and organizing artifacts and distributing to assessors. Jean DeClerck will do this. Steve suggested a Google Sheet for the assessors.
   b. Deciding how many artifacts from which courses will be used for assessment. This will be done by the Goal Committee chair since course level and size for each goal are different.
   c. Contacting assessors. This will be done by the Goal Committee chair. Christa will send out a blanket announcement to faculty in the disciplines that they can expect a committee chair to contact them, and also state the compensation for faculty who attend the norming session, conduct the individual assessment, and participate in the final meeting. All three are required for compensation.
   d. Scheduling assessment. May is preferable. There are four steps:
      i. Norming session for all assessors – schedule 2 hours.
      ii. Individual assessment of set of artifacts – 5-10 days.
      iii. Gathering assessment data and generating results (Jean DeClerck)
      iv. Final meeting of all assessors to review results – 2 hours
      v. Chair writes report: Results and recommendations, due June 15
      vi. Distribution of reports in August to Assessment and Gen Ed Councils, Academic Forum (all chairs), and faculty teaching the courses.

8. **Assessment Technology.** We are now contracting with LiveText to provide assessment technology. We will start with a few groups – UN1015 and UN1025, and possibly ME-EM for eportfolio and assessment, and to organize annual assessment of degree programs.
APPENDIX 4. MEMO to Department Chairs re HASS Eligibility

Christa Walck <cwalck@mtu.edu> 11/25/14

to Jason, Mary, Mark, Jason, Adam, Surendra, John, Dean, Bruce, Eugene, Lorelle, gecouncil-l

Dear department chairs and deans,

Last spring the University Senate passed a proposal to revise the General Education Program. **As a result, all courses currently on the HASS list with non-HASS prefixes (EH, ENT, IS, MA, UN) and all courses on the HASS Creative Endeavors and HASS Supplemental Lists will no longer automatically be on the HASS list for 2015-6.** It has come to my attention that not all departments are aware of this change, which is why I am alerting you now.

Only approved courses with HASS prefixes (FA, HU, PSY, EC, SS) that have identified a university student learning goal will remain on the HASS list going forward.

However, there will be a new **HASS Restricted List**, which can include courses with non-HASS prefixes. Students can take up to 3 credits of coursework from this list. **Courses on this list must identify one of four university student learning goals** (see [www.mtu.edu/learning-goals](http://www.mtu.edu/learning-goals) - goals 3, 4, 5 or 8) to address in the course, and student work will be solicited and assessed by external assessors (not faculty teaching the course).

If your department wants a course on the HASS Restricted list, it must propose it to the General Education Council using the **attached HASS NEW Form and a syllabus** (see form). These courses must be open to all students (not restricted by major). New courses will also be considered - these of course must first go through the binder process.

To be considered for the HASS Restricted List, please complete the form by **Jan 15** at the latest for consideration by the General Education Council.

**FYI** the following courses are currently on HASS or HASS Supplemental, and will not be on the HASS list next year, but could be proposed for HASS Restricted:

- EH3010
- ENT4954
- IS2001
- IS3001
- MA4945
- UN2900
- UN3404
- UN3900
- AR4001
- CM3410
- ENT 2961, 2962, 3958, 3961, 3962
- GE2100
- MGT 3100
- MGT/SS3650
- UN2200
- UN3200
Sincerely,

C

Attachments area
Preview attachment HASS New_FORM_9-14.pdf

PROPOSAL TO ADD COURSE TO HASS LIST

This form must be completed for any course any proposal for the General Education and/or major. Please refer to the guidelines for constructing Class Schedule Courses for additional information.

Course Title and Number:
Course Title:
Course Catalog Description:

University Student Learning Goal (Check one - this goal will be assessed in this course):
General Education
Global Literacy

HASS New_FORM_9-14.pdf