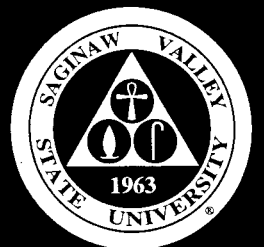# SVSU®

BOARD OF CONTROL

MINUTES

MARCH 13, 2000

SAGINAW VALLEY STATE UNIVERSITY

BOARD OF CONTROL
MARCH 13, 2000
REGULAR MEETING
INDEX OF ACTIONS

MINUTES
BOARD OF CONTROL
Regular Meeting
1:30 p.m.
Board of Control Room - Wickes Hall

Present: Braun
             Gilbertson
             Kelly
             Law
             Sims
             Vitito

Absent: Escobedo
             Rush
             Walpole

Others
Present: D. Bachand
             C. Dorne
             C. Easley
             E. Gardner
             C. Graham
             E. Hamilton
             S. Hocquard
             C. Jerome
             T. Kullgren
             C. Looney
             H. Matula
             R. Maurovich
             P. Olivarez
             M. Panhorst
             R. Payne
             K. Schultz
             E. Sparapani
             J. Stanley
             S. Strobel
             R. Thompson
             R. VanPelt
             K. Wahl
             D. Weaver
             J. Wood
             J. Woodcock
             R. Yien
             Press (1)

I.   CALL TO ORDER

Chairman Kelly called the meeting to order at 1:35 p.m.

II.   PROCEDURAL ITEMS

A.   Approval of Agenda and Additions to and Deletions from Agenda

President Gilbertson requested the addition of a resolution recommending the approval of

the proposed General Education Program. Hearing no objection, Chairman Kelly declared the

agenda approved as revised.

B.   Approval of Minutes of February 7, 2000 Regular Meeting

**It was moved and supported that the minutes of the February 7, 2000 regular meeting
be approved.**

The minutes were unanimously APPROVED as written.

C.   Recognition of the Official Representative of the Faculty Association

Professor Ervin Sparapani, President of the Faculty Association, stated: "Winter curriculum

ratification took place last Thursday. One of the items the faculty who were there approved

unanimously was the General Education proposal. I personally am pleased that the General

Education proposal was passed because a lot of people – some of whom are in this room right now

– spent a great deal of time trying to get that accomplished. As you know, the General Education

proposal was defeated last December by two votes – but this time it was unanimously recommended.

I believe this was because the faculty needed time to think about it. This proposal was also sort of

a melding or balance of the proposal that came before us in December plus bits and pieces of what

was currently in place. I think we have a good balance. I know that – as with everything – not

everybody is happy; but we have done something, and after you, hopefully approve this, we can go to the next step. . . . General Education is one of the most important things that we do here in the University, in addition to preparing people for a profession."

Nominations for the officers of the Faculty Association Executive Board will be held next week.

Dr. Sparapani invited the Board members to the Third Annual Recognition Luncheon, which the Faculty Association is hosting on Monday, April 3rd. Former Senator Jon Cisky will be honored, as well as this year's recipients of the Faculty Association Scholarship Award.

D.   Communications and Requests to Appear Before the Board

There were no communications or requests to appear before the Board.

III.   ACTION ITEMS

1)   Resolution to Approve Faculty Promotions, July 1, 2000

RES-1403   **It was moved and supported that the following resolution be adopted:**

WHEREAS, Promotions to various academic ranks represent formal and traditional recognition of faculty accomplishments;
NOW, THEREFORE, BE IT RESOLVED, That the following faculty members be granted promotions to the ranks specified, effective July 1, 2000:

Rank of Associate Professor

Dr. Yousef Jabbari	**Mechanical Engineering**
Dr. Gary Lange	**Biology**
Dr. Thomas Zerger	**Mathematical Sciences**

Rank of Professor

Dr. Stephen Lawrence	**Chemistry**
Dr. Paul Novak	**Educational Leadership & Services**
Dr. Richard Priehs	**Criminal Justice**
Dr. Carlos Ramet	**English**

President Gilbertson stated: "These individuals have been processed through the normal procedures for approval of their departments and deans, and the Professional Practices Committee. They come to you now with the recommendations of that Committee, the Vice President for Academic Affairs, and myself. These are first-rate people, and we're proud to recommend them."

The motion was APPROVED unanimously.

2)   Resolution to Appoint Nominating Committee for May Board Elections

RES-1404   **It was moved and supported that the following resolution be adopted:**

WHEREAS, Saginaw Valley State University Board of Control bylaws stipulate that a nominating committee shall be appointed by the Board to recommend candidates for each office;
NOW, THEREFORE, BE IT RESOLVED, That Ruth A. Braun, Elias J. Escobedo, Jr. and Robert H. Walpole be appointed to serve as the Saginaw Valley State University Board of Control nominating committee.

The motion was APPROVED unanimously.

3)   Resolution to Approve General Education Program

RES-1405   **It was moved and supported that the following resolution be adopted:**

WHEREAS, The General Education Program must provide demonstrated student learning outcomes in skilled proficiencies and competencies essential to all students attending Saginaw Valley State University, and
WHEREAS, The Saginaw Valley State University faculty had proposed and ratified a General Education Program on March 9, 2000, with the major goal of developing the

students' capacity to think critically, reason logically, and communicate effectively,
     NOW, THEREFORE, BE IT RESOLVED, That the proposed General Education Program be approved for implementation in Fall 2001, and that the faculty be commended for their efforts in the establishment of a common-core concept for the General Education Program and be encouraged for their development of courses which will meet the stated goal.
(See Appendix One: General Education)

President Gilbertson stated: "Perhaps General Education is the most important thing we do in the undergraduate curriculum. . . . It is our way of capturing our academic curricular statement, so I commend this to your attention as one of the most important curricular actions that we undertake at this institution.

"Our goal throughout this process was to make our General Education Program leaner, more focused on those things that are important. . . .This was a significant faculty effort over the course of a couple of years. . . . What the faculty is recommending to you today is really a format – a sort of skeleton around which the program will be built – but there are certain things of particular value that I think are especially salutary. First, it sets in place a governance structure – a committee whose sole purpose is to look after General Education. . . . Second, it has clear criteria as to which courses will be involved in the Program and how those courses would be evaluated. Third, the faculty – as a very courageous act – have agreed that courses once admitted to the program are not immune forever. After a five-year term, they have to re-prove themselves for continuation in the program. I thought that was a rather courageous act on the part of the faculty – to say they felt so strongly about this program that they wanted to make certain their own feet were held to the fire in terms of the courses they developed and that they had to prove and re-prove their value to General

Education."

Dr. Donald Bachand, Dean of the College of Arts and Behavioral Sciences, stated: "We first began assessing our existing General Education five years ago. We . . . concluded that our then-existing program did not produce consistent outcomes among all of our students in the areas of critical thinking and communication skills. Those findings from about three years ago brought about the impetus to reconfigure the program."

Professor Clifford Dorne, Co-Chair of the Ad Hoc Committee, stated: "On behalf of the Ad Hoc Committee, I want to thank the Board, President Gilbertson, Dr. Yien and Dean Bachand for creating an environment in which we were able to work with the faculty and get this done. I also want to thank our colleagues on the Ad Hoc Committee – approximately 10 faculty members – who worked with us on a daily basis. I also thank the faculty represented here by Erv Sparapani for voting this proposal in. We attained unanimous faculty ratification of this General Education Program. It was a long process which included two open faculty forums. We also received a large number of e-mails, voice-mails and memos from faculty members which we included in the document. The faculty were kept up to date as we implemented these changes in the document, and all of the stakeholders have been conferred with, including student representatives and the Registrar. We believe that the new General Education Program is a leaner and more focused program and one that we're going to move to implement as soon as possible."

Professor Eric Gardner, Co-Chair of the Ad Hoc Committee, told the Board the new program basically does three things to create a new framework for General Education at Saginaw Valley State

University. First, it removes all courses that are currently in the General Education Program. Second, it sets up criteria for the development of new courses within those categories created in the proposal. Third, it subjects all future courses to an ongoing review by a dedicated governance body (the General Education Committee). Work to implement this program will begin immediately, pending the Board's approval. It is anticipated that the Committee will be set up before the end of this term. All of the next academic year proposals for courses in the different categories will be reviewed by the General Education Committee, and all incoming freshmen would participate in this program in the Fall of 2001.

The program has four basic pieces. First, it requires each student to complete 35 credit hours in ten content categories, including Literature, Arts, Numerical Understanding, Natural Sciences, Historical and Philosophical Understanding, Social Sciences, Social Institutions, International Systems, Oral Communication and Written Communication. The content will be determined by the individual proposers within specific criteria, and they represent what the faculty feel a generally well-educated person should be exposed to before going on to pursue a specific major or minor.

Professor Gardner noted: "Second, the program adds a governance structure to oversee and assess both the content and the quality of the program based on category-specific objectives and criteria. And as you'll note from looking at the proposal, that list of category-specific objectives and criteria spans about four pages. It goes into great depth as to what courses in each of those categories has to do to be approved initially and then when they are re-evaluated. This governance structure is created specifically with our circumstances in mind. It is present in the Faculty Contract as well

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as in the University administration.

"Third, that governance structure will create an opportunity for continuous assessment. All of the courses will have a five-year sunset clause – that is, they will be in the program for five years, and then they will automatically be removed. The proposers of those courses may re-propose revised versions or may propose new courses. But basically this provision allows us to make sure that courses don't just sit there. They have to be continually revisited, continually re-evaluated, continually rethought. I was glad to hear it called courageous. I hope that it is. I hope that it breeds a kind of courage for rethinking courses as we move along.

"And finally, but certainly not least important, this program has a very strong emphasis on not just written but also oral communication skills. It requires that at least five of the courses students take out of these 35 credits be communication-intensive. . . .The exciting thing about this provision is not simply that it allows us to improve students' abilities to communicate in a wide range of different kinds of settings, but it also encourages a wide range of different disciplines to participate in communication-intensive work."

In response to a question from Trustee Law, Professor Gardner stated: "In terms of when it will be implemented, we have built into the program a period to accommodate transfer students who are in their first couple of years, so that this won't shut out anybody. The folks it goes into full effect for in Fall 2001 are only incoming freshmen."

President Gilbertson added: "I think another question is cost. Clearly some course development funding will be required as faculty are engaged – that's part of our professional

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development of faculty. There are budgets built for that purpose available already, and some of those will be targeted toward this. Second, there are some class size issues here. . . .Those courses that are writing-intensive or oral communication-intensive will have class size limitations. Our current thinking is that 30 is an appropriate class maximum for those classes. That will have some effect on a number of courses – not a huge financial burden, but I would guess that we're probably talking in the quarter million dollar a year range in terms of lowering certain numbers of class sizes in those courses that are writing-intensive, which will largely show up in five or six categories. It will require a few more sections, and if we have been enrolling 35-40 students in some of those sections, we'll have to lower them to 30. . . . My guess is we'd be talking about an additional four or five faculty lines to do that. That would be the extent of the financial issues.

"There would also be some classroom issues. That's one of the other reasons this proposal won't go into effect until 2001 – we're out of classrooms. By moving to some smaller class sizes, we will have some space questions. By the Fall of 2001 Instructional Facility #3 should be on line, and that problem, at least in the near term, should be resolved. "

Trustee Sims asked Professor Gardner to comment on the governance structure.

Professor Gardner told the Board the General Education Committee (GEC) would be a standing committee composed of nine members: six elected faculty, one student, and two appointees of the Vice President for Academic Affairs. The faculty members would serve staggered three-year terms. In the initial election, two faculty members would serve for three-year terms, two for two-year terms, and two for one-year terms. All subsequent terms would be for three years.

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Trustee Vitito noted: "You've made a strong statement on communication. I think that's very important. It looks like you've taken a unique approach by spreading it across different content categories. How do you go about measuring that when it's across content categories?"

Professor Gardner replied: "There are three pieces. As part of the proposal the faculty has agreed upon general guidelines that would serve all of these communication-intensive courses, and they have to do both with workload and with process in terms of what kinds of assignments students will be doing and what that process would look like, as well as a minimum of what those assignments would be."

President Gilbertson added: "In part this is to move the teaching of communication beyond the English Department, which has always been the place where it was presumed to be done. Research suggests that students tend to write better, or at least with more enthusiasm, in the content disciplines."

Chairman Kelly asked for more information on what Resolution 1405 involved.

President Gilbertson replied: "There certainly is an implication of a commitment to fund those aspects of the proposal that require additional resources. You probably won't see that specifically as a category funding. There already is a pool for faculty development in the Board-approved budget to support course enrollment, but you can expect to see incrementally additional faculty lines because of this, spread over a three-year period."

Trustee Law asked that the Board be given follow-up information on the financial aspects of the proposal. President Gilbertson replied they would receive it later in the week.

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The motion was APPROVED unanimously.

IV.   INFORMATION AND DISCUSSION ITEMS.

4)   **Staff Members of the Month**

Kristina Schultz, Staff Member of the Month for January; and Patrick Olivarez, Staff Member of the Month for March, were presented to the Board. (See Appendix Two: Schultz, and Appendix Three: Olivarez)

5)   **Enrollment Report**

Chris Looney, Registrar, reviewed the attached Enrollment Report. (See Appendix Four: Enrollment)

6)   **Report on Teacher Education Summit**

Dr. Kenneth Wahl, Interim Dean of the College of Education, told the Board an education summit would be held on the SVSU campus on March 28th and 29th. The theme of the conference is "Partners in K-16 Education/ Alignment Between and Within Systems." The College of Education will host many of the people from the 147 school districts the University is serving with a recent U.S. Department of Education Grant.

7)   **Construction Update**

Stephen Hocquard, Director of Engineering Services, told the Board the new housing complex project (Housing 2000), which will consist of nine buildings housing 208 students, is scheduled to open for Fall, 2000.

Construction on Instructional Facility #4 (the College of Education facility and further

renovations to the Library) could begin as early as 2001.

8)   **Curriculum Report**

Dr. Thomas Kullgren, Dean of the College of Science, Engineering and Technology and Chair of the Curriculum and Academic Policies Committee (CAPC), stated: "CAPC deals with institutional academic policies and the undergraduate curriculum, whereas the Graduate Committee does all the graduate programs. To give you an idea of the kind of activities we had this past semester, this whole General Education Program had to go all the way through the curriculum process, including the two forums which were sponsored by CAPC. We dealt with the revised Honors Program and a Mission Statement for the College of Business and Management, and revised majors in Computer Science (CS), Computer Information Systems (CIS), Occupational Therapy and Physical Education. One hundred and forty-three proposals were submitted to us. Some were program proposals and some were course proposals. We passed 115. Twenty-six were either sent back or withdrawn, and we voted down two."

Cheryl Easley, Dean of the Crystal M. Lange College of Nursing & Health Sciences and Chair of the Graduate Committee, told the Board the Graduate Committee dealt with approximately 39 proposals, one of which was tabled and was not resurrected in time for the ratification. Two new programs were approved, and there were four program revisions.

The Graduate Committee is also responsible for approving faculty to teach in the graduate program. Faculty must be approved initially, with a five-year periodic re-approval. This year the Graduate Committee approved or re-approved 53 faculty, 42 of whom were from the College of

Education. The Committee will meet once more before the end of the term, again to complete

faculty approvals.

V.   REMARKS BY THE PRESIDENT

President Gilbertson made no remarks.

Chairman Kelly asked Heather Matula, President of the Student Association, if she had any

comments.

Miss Matula told the Board the Student Association is co-sponsoring a speaker (Frances

Kendall) for Women's History Month.

The Student Association's Annual Spring Fling Picnic will be held in April.

The SVSU Foundation Board has approved the establishment of the Student Association

Community Improvement Endowed Scholarship, to recognize the importance of student volunteer

community service. The fund is being created by a gift of $11,000 from the Student Association,

of which $1,000 will be used to fund the scholarship for the 2000-2001 academic year.

VI.   OTHER ITEMS FOR CONSIDERATION OR ACTION

9)   Motion to Move to Executive Session to Discuss Collective Bargaining

BM-930   **It was moved and supported that the Board move to Executive Session
to discuss collective bargaining.**

Trustee Braun	yes
Trustee Kelly	yes
Trustee Law	yes
Trustee Sims	yes
Trustee Vitito	yes

The motion was APPROVED unanimously.

The Board moved to Executive Session at 2:49 p.m. and reconvened in Public Session at 3:29 p.m.

VII.   ADJOURNMENT

10)   Motion to Adjourn

BM-931   **It was moved and supported that the meeting be adjourned.**
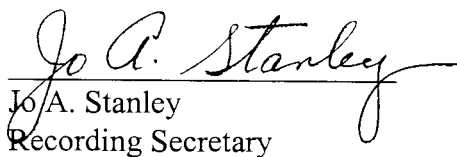
The motion was APPROVED unanimously.

The meeting was adjourned at 3:30 p.m.

Respectfully submitted:

_____
Burnett S. Kelly
Chairman

_____
D. Brian Law
Secretary

_____
Jo A. Stanley
Recording Secretary

SAGINAW VALLEY STATE UNIVERSITY

CAPC/GC ACTION ONLY

☐ Tabled ☐ Passed

—— —— —— ——————
Y   N   A   Date

☐ Tabled ☐ Passed

—— —— —— ——————
Y   N   A   Date

☐ Tabled ☐ Passed

—— —— —— ——————
Y   N   A   Date

FORM III, PROGRAM CHANGE PROPOSAL

**Majors, Minors, and Concentrations
Program Statements and Requirements
Additions, Deletions, and Revisions**

(If courses are being added, revised, or deleted, all materials for program and related courses should be transmitted together, with a cover memo listing proposals in the packet.)

1. Proposal
   Number: ___-___-___-___-___

       Prefix Acad. Year Coll. Dept. Numb.

2. Submitted
   By: _____See Attached_____

3. Action
   Requested: ____ Add New Program   _X_ Revise Existing Program   ____ Delete Program

4. Change Involves: ____ Major   ____ Minor   ____ Concentration   _X_ Other: _General Education_

       Program & Policy

5. Descriptive Title for Proposal

6. Review by submitting department and appropriate dean:

   Date: _____ __ __ __ Unit: _____ Signature: _____
              Y N A

   Date: _____ __ __ __ Unit: _____ Signature: _____
              Y N A

7. List other department(s) and dean(s) to whom this proposal was/is being submitted (Instructions, Part III). Send one copy of the completed form to each, if any. Note: if a related department is outside the college of the submitting department, its dean's input should also be solicited.

   All faculty and deans received a draft copy on January 19th with a request for feedback. All faculty will receive a copy of this CAPC proposal (which incorporates revisions based upon comments on the draft and comments from a February 3 CAPC forum).

8. Review by related departments/deans if applicable. After action, the unit should forward one copy of this cover sheet only to the Chair, Curriculum/Academic Policies Committee or Graduate Committee as appropriate

   Date: _____ __ __ __ Unit: _____ Signature: _____
              Y N A

9. Comments by related department/dean (Optional):

FINAL CAPC COP

Proposal submitted by:

Cliff Dorne, co-chair
Eric Gardner, co-chair

Steve Barbus
Sally Decker
Mary Harmon
Mary Hedberg
Judy Kerman
Gary Lange
Thomas McManus
Janet Robinson
Sally Shepardson
Paul Teed
Erik Trump

Page 2, FORM III, PROGRAM CHANGE PROPOSAL

Proposal
Number: _____ - _____ _____ _____ _____
Prefix Acad. Year Coll. Dept. Numb.

Appendix One: General Education

10. Current
Catalog
Location: From _____ page __14__ to _____ page _____
(Attach photocopy of current program description)

With additional changes to page 12.

11. Exact entry as it should appear in the catalog. If the change is relatively minor, glue a copy of the catalog section here and mark changes on it in ink. Attach extra page if the space provided below is insufficient.

See attached pages 1 and 2.

Please note that pages 3-11 describe program policies and will not therefore appear in the catalog.

12. Rationale (justification) for the change, deletion, or addition. Attach continuation page if needed.

Please see attached.

Proposal
Number: ___ . ___ - ___ . ___ . ___

Appendix One: General Education

Prefix   Acad. Year   Coll.   Dept.   Numb.

13. Are resources (labs, equipment, library, etc.) adequate for this program? _____ If not, explain how deficiency will be overcome.

The program will primarily use existing resources. The proposers have consulted the administration and have been assured that any necessary additional resources will be provided.

14. If program requires additional course offerings, explain how extra faculty resources will be obtained.

Please see #13 above.

15. How does this program compare with others at similar institutions?

The general approach (a General Education Program composed of distribution requirements in different categories) is common across the nation. The Program creates on-going university-specific governance structures, program policies, and objectives and criteria to support continuous assessment.

16. Yearly
   Graduates: _____ Current _____ Expected

17. Yearly
   Enrollments _____ Current _____ Expected

18. Source of students for this program (Explain):

The proposed program will affect all FTIC students beginning in Fall 2001 at SVSU.

(Attach continuation page if more space is needed.)

#11 Catalog Copy

page 12 (Basic Skills)

Replace the word "and" in 1a with a comma and add "and Intermediate Algebra (Math 103)" after Math 082.

Replace the comma after Writing Skills (English 080) with "and" in 1c.

Delete Composition II (English 112) from 1c.

page 14 (General Education Requirements)

Keep title and all language from "Students enrolling in a university" to "exploration and development of individual values and ethics."

Insert the following after the phrase "exploration and development of individual values and ethics":

> The major goal of General Education, therefore, is to develop students' capacity to think critically, reason logically, and communicate effectively in a wide range of disciplines beyond their major field.

Keep all language from "A general education program" to "demanding roles of contemporary life."

Insert the following after the phrase "demanding roles of contemporary life.":

> A student must successfully complete Composition I (English 111) or its equivalent (transfer or satisfactory test score) before enrolling in General Education courses in Written Communication or General Education courses that are designated Communication-Intensive (CI). A student must successfully complete Intermediate Algebra (Math 103) or its equivalent (transfer or satisfactory test score) before enrolling in General Education courses in Numerical Understanding.
>
> General Education requirements in Numerical Understanding, Oral Communication, and Written Communication must be completed within a student's first 75 hours. Failure to meet this requirement will block registration.
>
> General Education courses may be used to satisfy another University requirement (e.g., in a major, minor, etc.).
>
> Students must complete at least **t wo** Communication-Intensive (CI) General Education courses **in addition to** the requirement in Category 1. These additional CI courses must be drawn from two of the following categories: 2, 3, 4, 5, 6, 7, and 8.

Replace table of categories with attached table (includes **deletion** of *all* course numbers and descriptive language under the heading "Select From" *except* for the phrase "Minimum of two departments; must include one laboratory course" in the Natural Sciences category).

#11 Catalog Copy

Student Objectives	Content Area/ Credit Hours	Select from:
1. To read major literary works critically with appreciation and understanding.	Literature 3 cr.	
2. To appreciate the arts; to understand the arts as a vehicle for human expression.	Arts 3 cr.	
3. To understand and manipulate numeric data; to respond to arguments and positions based on numbers and/or statistics.	Numerical Understanding 4 cr.	
4. To understand basic scientific concepts; to appreciate how these concepts are verified through experimentation and observation; and to become knowledgeable and responsible citizens in dealing with the challenges of a sophisticated technological society.	Natural Sciences 7 cr.	Minimum of two departments; must include at least one laboratory course.
5. To identify and analyze the significant ideas and events of human history by understanding cause and effect relationships through historical and philosophical investigation, narration, and synthesis.	Historical and Philosophical Understanding 3 cr.	
6. To analyze and interpret social, economic, and political phenomena and human thought processes using the techniques and procedures of the social sciences.	Social Sciences 3 cr.	
7. To identify, describe, and understand the workings of important social, economic, and political institutions and the relationship of individuals to these institutions.	Social Institutions 3 cr.	
8. To understand the nature of significant international systems and to step outside of the constraints of one's own society.	International Systems 3 cr.	
9. To develop greater proficiency in English or a foreign language in general and discipline-specific settings.	Oral Communication 3 cr.	
10. To develop greater proficiency in writing effective, researched academic texts in the English language.	Written Communication 3 cr.	

The **Master of Education** (M.Ed.) is conferred upon those who fulfill the requirements for the degree.

The **Master of Arts** (M.A.) is conferred upon those who fulfill the requirements for the degree.

The **Master of Business Administration** (M.B.A.) is conferred upon those who fulfill the requirements for the degree.

The **Master of Science** (M.S.) is conferred upon those who fulfill the requirements for the degree.

The **Master of Science in Nursing** (M.S.N.) is conferred upon those who fulfill the requirements for the degree.

The **Education Specialist** (Ed.S.) is conferred upon those who fulfill the requirements for the degree.

*Major is approved for secondary teaching certification: see College of Education.

**Students majoring in economics may receive either a B.A. or B.B.A. degree; see College of Business and Management.

Baccalaureate Degree Requirements

Graduation requirements for baccalaureate degrees are based on the regulations and requirements printed in the catalog in effect at the time of a student's initial registration at Saginaw Valley State University. A catalog published after initial registration may be chosen by the student when it is to his or her advantage, but the entire set of graduation requirements listed in any one catalog must be used. The time limitation on this provision is that no student may graduate under the requirement of a catalog published more than six calendar years prior to the date of graduation. Readmitted students are subject to all regulations and requirements of the catalog current at the time of re-enrollment. The degree requirements in the 1998-2000 catalog expire on completion of the summer 2006 semester.

Semester Hours Needed

Each degree requires the fulfillment of the academic residency requirement (see below) and the completion of 124 hours of academic work and must include 42 hours of upper division work (300 and 400 level courses).

Students pursuing a second SVSU undergraduate degree must complete a minimum of 31 additional semester hours beyond the first degree and also fulfill all requirements listed for a different major than from the first degree.

Academic Residency Requirement

All candidates for baccalaureate degrees are required to take at least 31 semester hours at Saginaw Valley State University and the last semester must be on campus.

At least six upper division credit hours in the major field and at least three credit hours at the Sophomore or higher level in the minor field must be completed at SVSU.

Grade Point Requirement

Each candidate for a degree must have a grade point average of not less than 2.00 ("C" average).

Basic Skills Course Requirement and Course Placement Tests

Each student must satisfy basic skills course requirements for mathematics, reading and writing. Placement into or exemption from the required courses in mathematics, reading and writing will be determined by results of the ACT and/or course placement tests. For transfer students, placement into or exemption from these required cours-

es also may be determined by the results of the Transfer Evaluation Report (TER).

Students should view entry and college-level basic skills as minimum standards and continue to develop their skills in reading, writing and mathematics throughout their college careers. Although computer literacy is not a basic skills requirement at Saginaw Valley State University, students are strongly advised to become computer literate.

A student must have completed basic skills requirements, or have appropriate courses in each of the three sequences in progress by the time the SVSU total of registered credits reaches 12, and continue in the appropriate courses each succeeding semester until the requirement is satisfied in full. Failure to meet this requirement will block registration. Authorization to register without meeting this requirement may be given, in extenuating circumstances, only by an advisor in the Academic and Student Support Services Office.

Students may satisfy the basic skills course requirements by:

1. Completing these courses with a satisfactory grade ("P" or minimum of "C"):
   a. Math: Basic Mathematical Skills (Math 081) and Beginning Algebra (Math 082), and Intermediate Algebra (Math ...
   b. Reading: One of the three sets of the following courses, depending on placement: 1) Foundations for College Reading and Learning (English 082) and College Reading and Learning (English 103); 2) College Reading and Learning (English 103); 3) Strategies for Academic Success (English 104).
   c. Writing: Writing Skills (English 080), Composition I (English 111), and Composition II (English 112).

2. Transferring appropriate coursework from another college or university. Equivalent coursework for transfer students is indicated on the Transfer Evaluation Report (TER) provided by the Registrar's Office upon completion of the review of transcripts from the previous institution(s). Early submission of transcripts from the previous institution(s) is encouraged for appropriate and timely course placement.

3. Meeting the required ACT College Assessment score for a course waiver.

4. Meeting the required SVSU course placement test score for course waiver.

For more information on course placement, call the Academic Achievement Center, 140 Wickes Hall, at (517) 790-5691.

Math Course Placement

Students will be placed into math courses according to this scale:

ACT Math Score	Course and Test Requirements
17 & below	Students with these scores will not take the math course placement test, but will be required complete Basic Mathematical Skills (Math 081) and Beginning Algebra (Math 082).
18 to 23	Students with these scores are required to take the Arithmetic & Skills Test and Algebra Placement Test (developed by the Mathematical Association of America-MAA). Math course placement will be determined by test results.
24 to 26	Students with these scores are exempted from Basic Mathematical Skills (Math 081) course requirement, but must take the Algebra Placement Test.

General Education Requirements

Students enrolling in a university need to prepare themselves to be well-informed and responsible citizens of a complex and culturally-diverse world. General Education helps students become more knowledgeable and adaptable people, able to take a reasoned committed position while remaining open to others' views. By graduation, students will have been given opportunities to develop their insight, creativity and intellectual curiosity, as well as analytical and critical skills.

SVSU's general education is designed to develop the following:
- appreciation of a wide range of perspectives and experiences
- acquaintance with many ways of experiencing and acquiring knowledge

- broad knowledge about the human and natural world, including human thought processes
- appreciation of the arts for the aesthetic value and for their usefulness in exploring complex human truths
- knowledge of the history of civilizations
- competence in communication
- exploration and development of individual values and ethics.

A general education program cannot satisfy all of an individual's life-long general education needs. SVSU's General Education provides the skills and background, and fosters the attitudes which will enhance the graduate's ability to continue to learn and function as an educated person in the many demanding roles of contemporary life.

Objectives	Content Areas/ Credit Hours	Select from:
1. The ability to read major literary works with appreciation and understanding.	Literature 3 cr.	ENGL 200, 225, 226, 228, 271, 272, 281, 282; FREN 272, 311, 312; GER 272, 311, 312; PHIL 220; PLSH 272; SPAN 272, 313, 314, 317, 318.
2. The ability to appreciate the arts; to understand the arts as vehicles for human expression.	Arts 3 cr.	ART 111-229, 334, 411; ENGL 219; HUM 219, 317, 318; MUS 100-108, 110, 111, 116, 181-189; PHIL 320; PHE 322; THEA 128, 136, 160, 220, 255, 260.
3. The ability to understand and manipulate numerical data, and the ability to respond to arguments and positions based on numbers and statistics.	Numerical Understanding 4 cr.	ECON 235-236 (Both); MATH 105, 121, 125, 130, 141, 150, 161; MKT 235-236 (Both); PS 225; PSYC 300; SOC 325-326 (Both).
4. The ability to understand basic scientific concepts; to appreciate how these concepts are verified through experimentation and observation; and to become knowledgeable and responsible citizens in dealing with the challenges of a sophisticated technological society.	Natural Sciences* 7 cr.	Minimum of two departments; must include one laboratory course. BIOLOGY: NS 120, 121, 122, 123. BIOL 201, 220, 221, 222; CHEMISTRY: NS 112, 113, CHEM 101, 111, 111L; PHYSICS: NS 114, 115, 116, 119, PHYS 111, 111L, 211, 211L.
5. The ability to identify and subject to analysis the significant ideas and events of the American and world past by establishing cause and effect relationships, by historical and logical investigation, narration and synthesis.	Historical and Philosophical Ideas 3 cr.	HIST 100-399 (all courses except 111); PHIL 123, 211, 230, 240, 250, 255, 260, 265, 280, 300, 305, 315, 331.
6. The ability to analyze and interpret social phenomena using the methods of the social sciences.	Social Science Methodologies 3 cr.	ECON 221, 222, 390 PS 118, 335, PSYC 100; SOC 326, 331.
7. The ability to understand the workings of important social, economic and political institutions and the relationship of the individual to these institutions.	Social Institutions 3 cr.	AH 310; CJ 201; ECON 125; FIN 104*; LAW 208, 209*; PS 123, 262, 331, 332, 351; PSYC 310, 313, 350, 410; SOC 211, 236, 350.
8. The ability to speak, write and understand communication effectively.	Communication* 9 cr.	Minimum of two departments. COMM 105, 124; CS 105, 115, 146, 147; CS 110; ENGL 111, 112, 300, 301, 304; MFL 111-212 (FREN, GER, LAT, PLSH, SPAN); PHIL 114.
9. The ability to step outside the constraints of one's own national or native culture and societal institutions.	International Perspectives* 4 cr.	ECON 200, 441; ENGL 253, 264; GEOG 201, 202; HIST 115, 116, 117, 230, 231, 240, 260, 355, 357; HUM 212, 235, 245; FIN 310; LAW 407; MGT 427; MKT 432; MFL 111-212 (FREN, GER, LAT, PLSH, SPAN); NURS 470; PS 130, 205, 307, 405; SOC 212, 370, 380, 405.

* NOTE: No one course may be counted in more than one General Education content area. Example: If a student selected FREN 111 to satisfy part of the "Communication" area, he or she could not also apply it to "International Perspectives." He or she could, however, elect FREN 112 to satisfy that requirement.

A course may be used to satisfy a General Education requirement and another university requirement. Example: A student who takes ENGL 112 to satisfy the writing requirement of basic skills also may

apply that course to the communication requirement of General Education. General Education courses may be used to satisfy major and minor requirements. Exception: FIN 104 and LAW 209 are not applicable to General Education for students majoring in business.

Credit for any and all General Education requirements may be transferred from other institutions at the discretion of the appropriate SVSU department.

Program Policies (**not** for inclusion in catalog)

Starting in AY 2001-2002, SVSU's General Education requirements will be distributed among ten categories. A minimum of 35 credits in General Education will be required of all students. A General Education Committee (GEC) will govern all facets of the General Education Program in light of the Program's goal/rationale and the criteria set forth in this document.

Timetable for Implementation
Existing General Education categories and courses will remain in force during AY 2000-2001. After AY 2000-2001, all courses currently in General Education will be deleted from General Education (unless they are submitted and approved under the new program's categories, criteria, and procedures). Courses may be proposed and will be considered by GEC for General Education credit during and after AY 2000-2001. Students enrolling for the first time in and after Fall 2001 will be required to meet the new program requirements outlined in this document.

Committee Composition and Selection Procedure
The GEC is to be a standing committee of nine members composed in accordance with Article F 1.1 and Article F 5.2 of the Faculty contract (six elected faculty, one student, and two appointees of the Vice President for Academic Affairs). One of the Vice President's appointees will serve as GEC Chair and "Director of General Education"; the chair serves at the will of the VPAA. The student member will be designated by the Student Association. The elected faculty members of the Committee will serve staggered three-year terms as determined by Article F 1.2 of the Faculty contract for CAPC and Graduate Committee. To facilitate staggering terms of faculty members, in the initial election, two faculty members will be elected for three-year terms, two for two-year terms. and two for one-year terms, with all subsequent terms being three-year terms.

Specific Committee Duties and Authority
Course Approval/Denial
GEC will approve or deny proposals for the inclusion of individual courses in General Education based on their fulfillment of the General Education Program's goal and rationale *and* an individual category's objectives and criteria (see Category Criteria below). Each course (though not each section) proposed for General Education must be proposed and considered individually.

Proposers of courses and/or programs should consult appropriate academic departments, Deans, and others to gather necessary advice and information prior to submission to GEC. GEC will refer any proposal to other appropriate bodies, including academic departments, for the purpose of gathering necessary advice and information, prior to conducting its own review and recommendation. GEC will give appropriate consideration to the content requirements and needs identified by colleges and programs and will encourage the latter to consult with provider departments in the development of specific course proposals for General Education courses.

No course proposal that does not specifically and *primarily* address, in design, intention, and content, the goals of the program and criteria of one of its categories will be approved for inclusion in the General Education program. Nevertheless, courses approved for General Education may count as prerequisite to a major, minor, or program and toward the requirements of same.

No course or program will be offered for General Education credit without the prior approval of GEC, the Faculty, and the University (according to established curriculum and academic policy ratification procedures).

General Education is intended to serve all students and to encourage cross- and multi-disciplinary dialogue. In that spirit, the GEC will ensure that no category will be served solely by a single

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department. Further, no one course will be approved for inclusion in more than one General Education category.

The GEC's primary role in curriculum development and approval is to evaluate courses for inclusion in the General Education Program. Proposals for GE courses will need to be submitted to either or both GEC and CAPC as per the following. CAPC and GEC will work together closely to resolve any differences of jurisdiction and procedure.

All proposals for new courses, revisions of courses, and other changes in the catalog not concerning General Education will be submitted to CAPC. Such proposals will be forwarded to the Faculty for consideration without referral to the GEC according to established practice.

All proposals concerning General Education but not contingent upon GEC approval for effect in non-General Education areas will be submitted concurrently to both CAPC and GEC. CAPC will consider only those elements of a proposal concerning non-General Education matters, and the GEC will consider only those elements concerning General Education matters. Related proposals approved by both committees will be jointly forwarded to the faculty for action. The Committee Chairpersons will coordinate this process. All proposals affecting other areas but also concerning General Education and contingent for effect on inclusion in the General Education Program will also be submitted concurrently to both CAPC and GEC and considered according to their respective purviews. Related proposals approved by both committees will be jointly forwarded to the faculty for action.

Where the actions and/or recommendations of the two committees are inconsistent, the Chairs of the Committees and three members of each will meet as a conference committee to consider and resolve the inconsistency within thirty days. If the matter is not resolved, the VPAA or designee will meet with the conference committee to attempt to find a resolution. If that fails, the VPAA will decide the matter.

Proposals for the inclusion in General Education of any existing courses otherwise unchanged in catalog course descriptions, titles, and numbers will be submitted to GEC. Such proposals will be considered, and, if approved, forwarded to the faculty for consideration without referral to CAPC. All non-course proposals concerning General Education will also be submitted to GEC. Such proposals will be considered, and, if approved, forwarded to the faculty for consideration without referral to CAPC.

CAPC will not consider the appropriateness of a proposal for General Education, nor will GEC consider elements of any proposal not of concern to the General Education Program.

Course Term
Courses approved by GEC for inclusion in the General Education Program and subsequently ratified by the faculty and the University will be included in the Program for a term of five years unless the originators of the course proposal or other appropriate parties request and are granted deletion from the Program before the end of that period by action of GEC and approved by the faculty. At the end of its five-year term, a course will be removed from the General Education program.

Each year GEC will send faculty a list of all GE courses whose term will expire within two years. Appropriate faculty can then propose that a course be granted another term using the same procedure that they would use to propose a course's initial inclusion in General Education (except that said proposal may include evidence that the course has met General Education's major goal and category-specific objectives and criteria). There will be no limit to the number of terms a course may have as long as the above procedures are followed.

Assessment

GEC is responsible for developing and conducting ongoing assessment of the performance of the General Education Program. The aim of the Program assessment is to measure the success of the overall Program and not the performance of any individual instructor; assessment will not deal with and will not reflect upon the standing and record of any individual faculty member teaching a section of a General Education course. However, the proportionate involvement of part-time faculty in teaching General Education courses will be given attention. Program assessment will focus on the impact of the Program on student learning and development. Assessment means will be both qualitative and quantitative. On-going assessment of the Program will shape GEC's consideration of proposals. GEC has the authority to establish one or more ad hoc working groups under the leadership of the GEC Chair for the purposes of developing Program assessment instruments and procedures and proposing such to the GEC for implementation.

Transfer Credit

The determination of transfer credit for General Education will be made by the Registrar according to established practice. Existing transfer policies with respect to current articulation agreements will remain in effect until any necessary new agreements are concluded. Students transferring during the first two years of the new program (2001-2003) will be given the choice of the old or new General Education Program requirements.

GEC Chair

The GEC Chair will advise the Vice President for Academic Affairs on the number of sections of General Education courses needed prior to the issuance of scheduling directives. The GEC Chair will also review the schedule of all courses recommended by departments and Colleges to be offered for General Education for the purpose of advising the Vice President for Academic Affairs when necessary to maintain the integrity of the General Education Program.

Category Criteria
GEC will use the following lists of category-specific criteria in evaluating proposals for course inclusion in General Education. The infusion of technology to enhance teaching and learning in General Education courses will be encouraged.

Category 1: Literature
Main Student Objective: To read major literary works critically with appreciation and understanding.

Category 1 courses will thus:
- offer practice with strategies of close reading and analysis of texts
- consider a range of ways of responding to texts (which may include discussion of aesthetics, values, and ethics as they relate to texts)
- consider texts' historical contexts (e.g., of production, reception, etc.)
- introduce students to a range of genres (e.g., fiction, poetry, drama, etc.) or to a single genre examined over an extended period of time
- consider literature from multiple cultures (within or across national contexts; may draw on literature in translation or in a foreign language)
- meet or exceed all of the criteria for communication-intensive courses (see criteria below)

Category 2: Arts
Main Student Objective: To appreciate the arts; to understand the arts as a vehicle for human expression.

Category 2 courses will thus:
- study and practice one art form **or** study multiple art forms **or** study one art form's development over an extended period of time
- consider differing concepts of "aesthetic value"
- consider a range of ways of creating art and of responding to art
- consider the relationships among values, ethics, and art
- consider art within its historical context
- consider art from multiple cultures (within or across national contexts)
- include practice in written and/or oral reflection on art

Category 3: Numerical Understanding
Main Student Objective: To understand and manipulate numeric data; to respond to arguments and positions based on numbers and/or statistics.

Category 3 courses will thus:
- develop skills in mathematical reasoning by introducing students to methods of logic common in the academic community (e.g., algebraic, geometric, statistical, algorithmic, etc.)
- consider practical applications of the methods described above, including practice in responding to arguments based on numbers and statistics
- develop abilities of problem-solving and abstract reasoning
- include practice in the written and/or oral reporting and analysis of methods and conclusions

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Category 4: Natural Sciences
Main Student Objective: To understand basic scientific concepts; to appreciate how these concepts are verified through experimentation and observation; and to become knowledgeable and responsible citizens in dealing with the challenges of a sophisticated technological society.

Category 4 courses will thus:

- consider different ways of experiencing and acquiring knowledge through the scientific method
- study the structure and order of the natural world
- develop abilities in problem-solving and abstract reasoning
- consider the ways in which technological societies affect individual values and ethics and the ways in which individual values and ethics function in technological societies
- include practice in the written and/or oral reporting and analysis of methods and conclusions

Students must take courses from two different disciplines to fulfill Category 4 requirements; at least one of these courses must be a laboratory course.

Category 5: Historical and Philosophical Understanding
Main Student Objective: To identify and analyze the significant ideas and events of human history by understanding cause and effect relationships through historical and philosophical investigation, narration, and synthesis.

To fulfill this objective, Category 5 courses will:

- introduce students to diverse ways of experiencing and acquiring knowledge
- include practice in interpreting and evaluating evidence (considering both primary and secondary sources)
- consider methods for treating conflicting knowledge claims
- consider the ways in which individual and group values and ethics shape actions
- consider the effects of culture and cross-cultural interaction on ideas and events
- include practice in the written and/or oral reporting and analysis of information

Category 6: Social Sciences
Main Student Objective: To analyze and interpret social, economic, and political phenomena and human thought processes using the techniques and procedures of the social sciences.

Category 6 courses will thus:

- introduce students to diverse ways of experiencing and acquiring knowledge; specifically, introduce students to descriptive, analytical, and empirical research methods as used by the social scientist
- consider a range of methods of studying individuals and groups
- consider a range of human thought processes (including physical and social factors that shape such processes)
- consider the development of individual values and ethics
- consider the effects of culture and cross-cultural interaction on ideas and events
- include practice in the written and/or oral reporting and analysis of information

Category 7: Social Institutions
Main Student Objective: To identify, describe, and understand the workings of important social, economic, and political institutions and the relationship of individuals to these institutions.

Category 7 courses will thus:
- introduce students to diverse ways of experiencing and acquiring knowledge; specifically, introduce students to the study of social institutions using a range of methods
- consider institutions' historical contexts
- consider the ways individual values and ethics shape and are shaped by institutions
- consider the effects of culture and cross-cultural interaction on institutions, ideas, and events
- include practice in the written and/or oral reporting and analysis of information

Category 8: International Systems
Main Student Objective: To understand the nature of significant international systems and to step outside of the constraints of one's own society.

Category 8 courses will thus:
- study one or more significant international system (social, political, economic, cultural, language, etc.)
- consider relationships between international systems
- consider the ways individual values and ethics shape and are shaped by culture, nationality, and other variables
- introduce students to diverse ways of experiencing and acquiring knowledge in an international context
- include practice in the written and/or oral reporting and analysis of information

Category 9: Oral Communication
Main Student Objective: To develop greater proficiency in English or a foreign language in general and discipline-specific settings.

Category 9 courses will thus:
- develop communication knowledge and skills for sharing meanings more effectively; require that each student complete intensive speaking activities in a variety of forms and in multiple assignments which include appropriate feedback
- include interactive and/or collaborative planning and response activities and discussion of same; give and receive feedback in ways that promote greater understanding and perception
- include critical reading, viewing, and/or listening to several modes of communication
- develop skills necessary to identify premises, assumptions, and arguments from a range of perspectives (foreign language may be exempted from this criterion)
- transfer understanding of knowledge and skills in communication to the social contexts experienced in everyday life

Category 10: Written Communication
Main Objective: To develop greater proficiency in writing effective, researched academic texts in the English language.

To fulfill this objective, Category 10 courses will:

- develop abilities in a range of written and oral modes of academic discourse, with an emphasis on developing the ability to construct coherent, well-documented arguments in the presence of a wide range of perspective and experiences
- refine students' abilities to consider audience and to employ rhetorical strategies which communicate appropriately; introduce students to issues in written communication
- include critical reading, viewing, and/or listening to several modes of communication with attention to developing skills necessary to identify premises and assumptions in complex arguments made from a range of perspectives
- require critical use of library and internet resources
- refine students' abilities to incorporate cited materials responsibly and effectively (including introducing students to various documentation formats--APA, MLA, etc.)
- require attention to both process and product in instruction and evaluation
- extend and refine students' editing skills
- require the use of computer-based technologies in the creation of written text
- include interactive and/or collaborative reading and writing activities and dis·ussion of same
- require that each student complete a minimum of 20 double-spaced pages of formal writing *and* the equivalent of 20 double-spaced pages of drafts and informal writing (such as posts to email dialogue groups, responses, journals, etc.) divided into multiple assignments which include appropriate feedback
- require that each student engage in significant speaking activities (in a variety of forms) which include appropriate feedback

Communication-Intensive (CI) Courses

Successful completion of Composition I (English 111) or its equivalent (obtained through testing, transfer, etc.) will be prerequisite for enrollment in all communication-intensive courses.

Communication-intensive (CI) courses will, at minimum,

- develop abilities in a range of written and oral modes of academic discourse, with an emphasis on developing the ability to construct coherent, well-documented arguments in the presence of a wide range of perspective and experiences
- refine students' abilities to consider audience and to employ rhetorical strategies which communicate appropriately
- include critical reading, viewing, and/or listening to several modes of communication with attention to developing skills necessary to identify premises and assumptions in complex arguments made from a range of perspectives
- require critical use of outside resources appropriate to the course content, such as library and internet resources
- refine students' abilities to incorporate cited materials responsibly and effectively
- require attention to both process and product in instruction and evaluation
- extend and refine students' editing skills
- require that each student complete a minimum of 10 double-spaced pages of formal writing *and* the equivalent of 10 double-spaced pages of drafts and informal writing (such as posts to email dialogue groups, responses, journals, etc.) divided into multiple assignments which include appropriate feedback
- require that each student engage in significant speaking activities (in a variety of forms) which include appropriate feedback

Miscellaneous

Course Enrollments
Effective learning of communication abilities depends upon close interaction between students and teachers which is only feasible in small classes.

Because they involve extensive evaluated work in written and oral communication, course sections in Categories 9 (Oral Communication) and 10 (Written Communication) will have category-specific maximum enrollments agreed upon by GEC and the VPAA (with input from provider departments).

All communication-intensive courses in other categories will also have a maximum enrollment provided that:

- such courses meet the criteria for communication-intensive courses
- such courses are approved by GEC as being communication-intensive
- all sections of such courses are communication-intensive
- all sections of such courses are assigned the same maximum enrollment

Basic Skills, General Education, and English 111/112
To clarify the separation between Basic Skills and General Education, English 112 will be removed from Basic Skills (and could be proposed for Category 10 in General Education). English 111 will remain in Basic Skills and will, as noted above, be pre-requisite for all Communication-Intensive courses.

#12 Rationale

In March of 1995, after adopting a "General Education Program Rationale," the University Faculty agreed to postpone any new curriculum proposals for General Education so that the existing program could be assessed according to the plan developed by the General Education Assessment Committee. That assessment plan was accepted in March of 1996, and General Education Assessment began in Fall of 1996, with a report ensuing in Spring of 1998. The results of the assessment indicate significant disjuncture between the Program Rationale, on which the assessment plan was based, and the existing General Education program.

The General Education Program Rationale states that "students enrolling in a university need to prepare themselves to be well-informed and responsible citizens of a complex and culturally-diverse world. General Education helps students to become more knowledgeable and adaptable people, able to take a reasoned committed position while remaining open to others' views. By graduation, students will have been given opportunities to develop their insight, creativity and intellectual curiously, as well as analytical and critical skills."

The General Education Program Rationale as adopted is designed to develop the following points:

- appreciation of a wide range of perspectives and experiences
- acquaintance with many ways of experiencing and acquiring knowledge
- broad knowledge about the human and natural world
- understanding of the structure and order of the natural world, including human thought processes
- appreciation of the arts for their aesthetic value and for their usefulness in exploring complex human truths
- knowledge of the history of civilizations
- competence in communication
- exploration and development of individual values and ethics

There is little doubt that these eight objectives and the Rationale, while offing some sense of a general consensus among faculty, broad guidance on General Education offerings, and some basis for assessment, may be too general to provide sufficient guidance, in and of themselves, to develop a more effective General Education Program. The 1998 assessment process found a functional disconnect between the abilities prescribed by the eight points of the Rationale and the abilities and knowledge that students are gaining from the current program. The report took particular notice of weaknesses in abilities to read critically, communicate effectively, and reason cogently.

Within the next four years, our accrediting agency (NCA) will be examining our progress and achievements in dealing with many issues but with special attention being paid to general education. It is clear that, in order to meed accrediting demands for the University at large, we must satisfy the NCA visitors by addressing three major items: (1) we must construct, deliver, and assess a general education process which is programmatically coherent in terms of its capacity to develop the basic, critical processes by which students learn and the goals and objectives the Faculty have agreed upon; (2) we must implement an effective program management system; and, (3) we must develop and apply means to assess student outcomes regularly. Therefore, faculty from across campus have collaborated in the development of this program proposal.

Staff Member

OF THE MONTH

Kristina Schultz

Curator of Education, Marshall M. Fredericks Sculpture Museum

January 2000

Kristina Schultz had always aspired to be an artist – expressing herself through forms, patterns, textures and colors found in nature.

Although not a full-time artist. Schultz is content with her position as Curator of Education for the Marshall M. Fredericks Sculpture Museum.

"It isn't what I planned to do, but I'm very pleased to be an art educator." said Schultz, a native of Harbor Beach. "It is rewarding in so many ways that I couldn't have imagined prior to working for the museum."

Since joining the museum staff two years ago. Schultz has administered the school tour program. She schedules school visits for more than 5,000 students each year, in addition to training and managing a staff of student and volunteer tour guides. Schultz also designs activities that provide a more interactive experience for museum visitors.

"I've worked to expand the hands-on options for students who participate in our tours." she said. "We'll have groups numbering up to 100, but we allow only 30 people in the museum at one time.

"That means we ask for classroom space to provide activities such as drawing. I also have made an effort to fill a void for younger kids (kindergarten through first grade) by giving them 'Model Magic' clay to work with."

Schultz also teaches classes in soap carving, and she created a modeling compound from the leftover soap flakes.

"I put the flakes in a meat grinder to create a powder that I mix with toilet paper and water." Schultz said. "It's considered an additive process – you're building things up instead of taking things away, like with carving.

"Sometimes my job is just about trying things for different age groups to see if they'll like it and to see if it fits their educational needs."

Schultz satisfies her personal artistic needs by experimenting with clay.

"I guess I do more non-functional, vessel-type work." Schultz explained. "For the past year, I've taken more of a sculptural approach to my work, which has been a good way to express myself.

"Nature is a big influence on my work." she continued. "Nature provides endless ideas or starting points. In addition, I prefer to incorporate personal experiences or curiosities into my work, so the work becomes a reflection of me and my interests."

Schultz earned her Bachelor of Fine Arts at Alma College, choosing an emphasis in printmaking and handmade paper. She also has explored mold making and cast media, and Intaglio printing techniques. Her work has been included in numerous shows in Ohio and Michigan, including the All Area Exhibition currently on display at the Saginaw Art Museum.

Schultz said she literally "escapes" the stresses of her work by traveling in her free time. In fact, she and her husband, Mark, just returned this month from a seven-day Caribbean cruise. Schultz enjoys reading and bicycling during the summer. Her family also includes her cat, Shadow.

Staff Member
OF THE MONTH

Patrick Olivarez

Custodial Specialist, Assistant Working Foreman, Ryder Center

March 2000

PATRICK OLIVAREZ might not have found the fabled Fountain of Youth, but he feels he has the next best thing.

As an assistant foreman of custodial operations in Ryder Center, Olivarez said his contact with students keeps him from feeling his age.

"I support our athletes as much as possible – I really enjoy being around them because they keep me young," Olivarez said, laughing.

Throughout his 10 years at the University, Olivarez literally has worked his way through campus to his present assignment in Ryder Center.

"I started out as a third-shift custodian in 1989, working Tuesday through Saturday," he said. Twice assigned to work in Ryder Center, Olivarez also alternated between second and third shifts in Zahnow Library, Pioneer Hall, Wickes Hall, Arbury Fine Arts Center and Curtiss Hall.

"I work closely with Joe Vogl on all the different events that take place in Ryder Center," Olivarez said. "We have something different happening every weekend, which is why I enjoy this job. I and my crew take pride in showcasing this building."

In addition to building maintenance, Olivarez organizes and assigns job duties to the six full-time staff. During the special events, Olivarez coordinates overtime coverage, which he said often is difficult to estimate.

Olivarez is quick to note that Ryder Center is the site for much more than classes and athletic events.

"We handle everything from boat and home shows to camps and clinics, volleyball tournaments, lock-ins, TriSource conventions, Commencement and, during recent summers, the Lions' preseason training camp.

"At the minimum, we'll usually have three events going on at the same time over the weekend," Olivarez said. "For example, our 'weekend' will start with setup and tear-down on Thursday night for two basketball games, followed the next night by a lock-in, and then another basketball game and volleyball tournament on Saturday. Then Sunday we'll have a couple of sports clinics to take care of."

Olivarez estimates that O'Neill Arena can be completely emptied out for a big event in about an hour – with 10 people assisting him.

"There's no way I could do this job without the help and support from others," he emphasized. "My crew does an excellent job, plus the coaches are very supportive."

Outside the office, Olivarez spends much of his time remodeling his Saginaw home. He has completely remodeled the interior, and last summer added a two-story pole barn.

He and his wife of 16 years, Maria, enjoy traveling around the country with their 14-year-old son, Patrick II, who is a martial arts black belt.

"I'm very proud of my son – he's a very well-respected young man. He has been involved in formal martial arts training since he was 6 years old, and he's won several state championships," Olivarez said. The Olivarez family has trekked to national competitions in Kentucky, Florida and Texas.
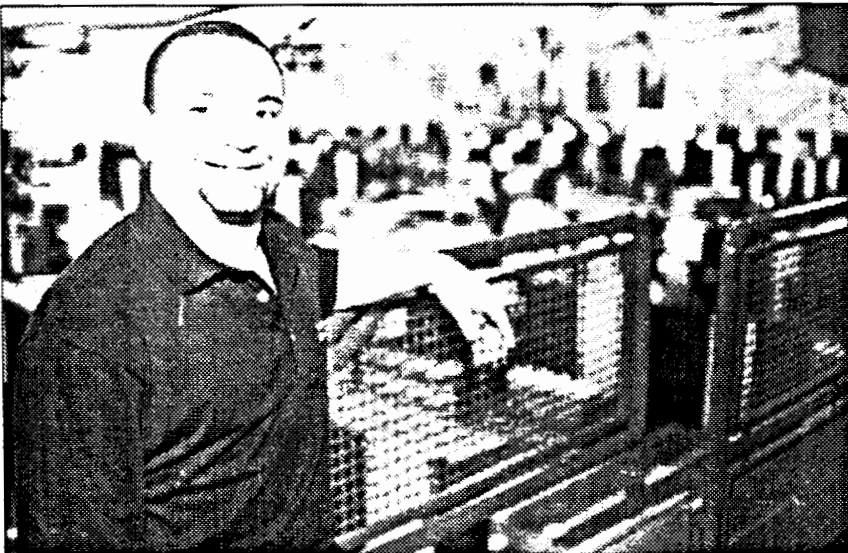
Winter Semester Enrollment Comparisons

	WINTER 1999 Number (% total)		WINTER 2000 Number (% total)		CHANGE Number			%
Students	7,646		8,128		+	482	+	6.30%
Credit Hours	71,933		76,239		+	4,306	+	5.99%
Average Load	9.41 credits		9.38 credits		-	0.03	-	0.30%
Men	2,916 (	38.14%)	3,073 (	37.81%)	+	157	+	5.38%
Women	4,730 (	61.86%)	5,055 (	62.19%)	+	325	+	6.87%
Full-Time Equiv.	4,751		5,041		+	290	+	6.10%
ON Campus *	6,977 (	91.25%)	7,256 (	89.27%)	+	279	+	4.00%
OFF Cass City	103 (	1.35%)	107 (	1.32%)	+	4	+	3.88%
OFF Macomb	579 (	7.57%)	651 (	8.01%)	+	72	+	12.44%
OFF Int'l MBA	1 (	0.01%)	28 (	0.34%)	+	27	+	+100%
OFF Other	58 (	0.76%)	113 (	1.39%)	+	55	+	94.83%
Apartments	205 (	2.68%)	189 (	2.33%)	+	16	+	7.80%
Residence Halls	421 (	5.51%)	706 (	8.69%)	+	285	+	67.70%
Commuters	7,020 (	91.81%)	7,233 (	88.99%)	+	213	+	3.03%
Age 25 +	3,907 (	51.10%)	4,062 (	49.98%)	+	155	+	3.97%
Under age 25	3,739 (	48.90%)	4,066 (	50.02%)	+	327	+	8.75%
Average age	28 years		28 years					
Native Amer.	47 (	0.64%)	40 (	0.52%)	-	7	-	14.89%
Asian Amer.	51 (	0.69%)	47 (	0.61%)	-	4	-	7.84%
African Amer.	454 (	6.17%)	481 (	6.26%)	+	27	+	5.95%
Hispanic	209 (	2.84%)	215 (	2.80%)	+	6	+	2.87%
White	6,537 (	88.85%)	6,814 (	88.69%)	+	277	+	4.24%
Multiracial	59 (	0.80%)	86 (	1.12%)	+	27	+	45.76%
International	173		278		+	105	+	60.69%
Unknown	93		143		+	50	+	53.76%
Saginaw	2,547 (	33.31%)	2,563 (	31.53%)	+	16	+	0.63%
Bay	1,189 (	15.55%)	1,197 (	14.73%)	+	8	+	0.67%
Midland	498 (	6.51%)	550 (	6.77%)	+	52	+	10.44%
Tuscola	617 (	8.07%)	616 (	7.58%)	-	1	-	0.16%
Macomb	434 (	5.68%)	492 (	6.05%)	+	58	+	13.36%
Oakland	200 (	2.62%)	227 (	2.79%)	+	27	+	13.50%
Wayne	80 (	1.05%)	104 (	1.28%)	+	24	+	30.00%
Other Michigan	1,829 (	23.92%)	2,021 (	24.86%)	+	192	+	10.50%
Other U.S.	56 (	0.73%)	56 (	0.69%)	+	0	+	0.00%
International	196 (	2.56%)	302 (	3.72%)	+	106	+	54.08%

* may be enrolled at more than one location

Saginaw Valley State University
Office of the Registrar

Board of Control
March 2000

Appendix Four:
Enrollment

Winter 2000 Semester Student Enrollments

	Undergrad degree #	%	Grad/SP degree #	%	Non-degree & Tchr Cert #	%	All Students #	%
STUDENTS	5,751		1,596		781		8,128	
CREDITS	65,314		6,647		4,278		76,239	
AVERAGE LOAD	11.36 cr.		4.16 cr.		5.48 cr.		9.38 cr.	
Men	2,342 (	40.72%)	475 (	29.76%)	256 (	32.78%)	3,073 (	37.81%)
Women	3,409 (	59.28%)	1,121 (	70.24%)	525 (	67.22%)	5,055 (	62.19%)
Age 25 +	1,892 (	32.90%)	1,551 (	97.18%)	619 (	79.26%)	4,062 (	49.98%)
Under age 25	3,859 (	67.10%)	45 (	2.82%)	162 (	20.74%)	4,066 (	50.02%)
Average age	25 years		35 years		33 years		28 years	
ETHNIC								
Native-Am.	34 (	0.61%)	5 (	0.34%)	1 (	0.15%)	40 (	0.52%)
Asian-Am.	36 (	0.65%)	8 (	0.55%)	3 (	0.44%)	47 (	0.61%)
African-Am.	388 (	7.00%)	59 (	4.03%)	34 (	4.99%)	481 (	6.26%)
Hispanic	173 (	3.12%)	19 (	1.30%)	23 (	3.38%)	215 (	2.80%)
White	4,831 (	87.22%)	1,368 (	93.51%)	615 (	90.31%)	6,814 (	88.69%)
Multiracial	77 (	1.40%)	4 (	0.27%)	5 (	0.74%)	86 (	1.12%)
International	114		102		62		278	
Canadian	24		0		0		24	
Unknown	74		31		38		143	
RESIDENCE - County, State, Country								
Saginaw	1,993 (	36.02%)	351 (	25.29%)	219 (	30.21%)	2,563 (	33.52%)
Bay	913 (	16.50%)	172 (	12.39%)	112 (	15.45%)	1,197 (	15.66%)
Midland	363 (	6.56%)	102 (	7.35%)	85 (	11.72%)	550 (	7.19%)
Tuscola	483 (	8.73%)	70 (	5.04%)	63 (	8.69%)	616 (	8.06%)
Genesee	352 (	6.36%)	79 (	1.43%)	45 (	0.81%)	476 (	8.60%)
Huron	210 (	3.80%)	13 (	0.23%)	24 (	0.43%)	247 (	4.46%)
Macomb	48 (	0.87%)	401 (	28.89%)	43 (	5.93%)	492 (	6.43%)
Oakland	109 (	1.97%)	102 (	7.35%)	16 (	2.21%)	227 (	2.97%)
Wayne	79 (	1.43%)	20 (	1.44%)	5 (	0.69%)	104 (	1.36%)
Other MI	1,008 (	18.22%)	184 (	13.26%)	106 (	14.62%)	1,298 (	16.98%)
Other U.S.	55 (	0.99%)	0 (	0.00%)	1 (	0.14%)	56 (	0.73%)
International	138 (	2.49%)	102 (	7.35%)	62 (	8.55%)	302 (	3.95%)

STUDENT MAJORS BY COLLEGE / NON-DEGREE TYPE

	Undergrad #	%	Grad/SP #	%	Non-degree #	Non-degree type
Arts-Behv Sci	1,378 (	23.96%)	152 (	9.81%)	512	Teacher Certification
Business	685 (	11.91%)	118 (	7.62%)	56	Post-Baccalaureate
Education	1,639 (	28.50%)	1,212 (	78.24%)	65	Guests
Nursing-A.H.	438 (	7.62%)	67 (	4.33%)	67	High School Students
Sci-Engr-Tech	1,048 (	18.22%)	47 (	3.25%)	32	Exploring the University
Undeclared	563 (	9.79%)			49	English as Second Language
					0	Auditors

OFF CAMPUS	STUDENTS		CREDITS		AVERAGE LOAD
Cass City	107 (	11.90%)	513 (	15.44%)	4.79 cr.
Macomb ISD	651 (	72.41%)	2,409 (	72.52%)	3.70 cr.
Other	141 (	15.68%)	400 (	12.04%)	2.84 cr.