

**General Education Curriculum Committee
Meeting of August 28, 2009, 2:30 p.m.**

Minutes

Attending (Voting): Beattie, Burnet, Cox, Crespo, French, Futrell, Koerselman, Maron, Martin, Singleton, Wolfe (*Non-Voting*): Bays, Billingsley, Carden, Dietrich, Reed, Robinson, Steinberg

Introduction of New Members

Introductions were made and general education reference binders were distributed to new members (Jennie Burnet, Fabian Crespo, and Joanna Wolfe). Cathy Bays will participate as a non-voting member for assessment collaboration.

Approval of Minutes

The minutes of April 24, 2009 were approved.

Election of Committee Chair

Herb Koerselman was unanimously re-elected as committee chair.

Function & Structure of the GECC

Additional editing to the updated function and structure document, incorporating Haworth's e-mail questions and comments, was made as follows:

- In paragraph two, the word "policies" was changed to "procedures" since the GECC does not write policy but makes recommendations.
- In paragraph one, changed "to oversee" to "overseeing."

*Action: The revised document will be posted to the general education web site once approved by the Faculty Senate. Also, all updated guidelines and policies will be disseminated to faculty and advisors.

Update on Assessment

Robinson reported on the second round of assessment, collaborating with i2A on the critical thinking component. Since there were no subcommittee volunteers during the summer, the following individuals agreed to serve in the fall:

Rubrics Subcommittee (bring language in line with Paul-Elder framework):

Billingsley, Dietrich, Martin, Robinson, Zimmerman

Template Subcommittee (check-off sheet for reviewing syllabi):

Billingsley, Cox, Crespo, Haworth, Robinson

*Action: General education and i2A representatives will work together on these projects. Also, Beattie will consult Karen Gray for a sample of the template that she developed for Humanities.

Robinson further reported that notices about the Natural Sciences assessment have gone out. Using the NS rubric, problems have been encountered with Chemistry and Anthropology where multiple choice exams primarily are used.

Feedback on the general education assessment results is being requested by some departments with the goal of determining ways of improving student learning. Robinson reminded the committee that the assessment was designed in a way that was non-threatening to instructors so that only the departments are assessed (papers connected with departments vs. instructors). Dietrich suggested reporting the results as an aggregate across the board but only providing the specifics to departments upon request.

*Action: Since the assessment sequence finishes after the fall semester, Billingsley would like to postpone sharing results with interested departments until the whole round of assessments (readings) is complete.

A&S General Education Advisory Committee

Dietrich reported that Dean Hudson gave the A&S General Education Advocacy Committee opportunity at a chairs' meeting to make a plea that department chairs remind faculty—and tell new faculty—that general education has three overarching goals: critical thinking, effective communication, and understanding of and appreciation for cultural diversity.

Petition Forms for CD Credit

Steinberg discussed the drafted CD petition forms for both transfer credit and study abroad credit. Billingsley explained that the intent of study abroad experience originated with the College of Business: a non-course based internship without a faculty companion. Approval in advance of the internship was suggested; however, Burnet opposed pre-approval since not every student who goes abroad actually learns about other cultures. Reflective essays must make a case regarding how the cultural experience (study of ethnic minorities) met the general education learning outcomes. The following volunteers agreed to serve on a subcommittee to review petitions: Beattie, Burnet, Cox; Steinberg will participate as a non-voting member.

*Action: Billingsley suggested posting the forms, informing the advisors, and then reporting back on the response. An outcomes report could be made next fall.

English Composition Courses: Sequencing

Wolfe discussed the issue of cases where some students have successfully completed ENGL 102, later to discover that they should have first taken ENGL 101. Since there's a course sequencing policy (no backing up), it's the practice in English to recommend that these few students take a 300-level English course to fulfill the requirement. If the cases are rare, perhaps substitutions could be made based on exceptional circumstances. However, Billingsley pointed out that 300-level courses do not fulfill the general education requirement. Also, allowing students to skip ENGL 101 is not in their best interest. French stressed the need to inform advisors of the policy.

In most cases, there's the distinction of course sequencing changes due to transfer equivalencies—some institutions combine the equivalent 101 and 102 by offering a more advanced composition course.

*Action: The committee was in agreement with allowing the English Department to police these cases based on the determination of the Composition Director.

Prepared by Kathy Carden