

General Education Committee Minutes: 1/24/2019

Present: Victor Piercey (Director), Jimmie Johnson (COB), Paul Zube (FNTFO), Kathryn Wolfer (Senate Liaison), Dawn Schavey (EIO), John Scott Gray (CAS), Jacob Pollack (COEHS), Angie Mishler (Academic Counselors and Student Affairs) and Leonard Johnson (Academic Affairs).

Guests Present: Niccole Erickson (COEHS), Mike Ennis (COEHS, Self and Society Subcommittee), Meral Topcu (Self and Society Subcommittee), Penny Nichols-Whitehead (Self and Society Subcommittee), and Stacy Armstrong (Self and Society Subcommittee).

Absent: Emmanuel Jahev (COHP), Clifton Franklund (Assessment Coordinator), and Kristy Motz (FLITE).

Note: The representative of CET resigned from FSU at the end of Fall 2018. The dean is searching for a representative to complete this academic year.

1. Approval of Agenda

Approved unanimously.

2. Consent Agenda

Minutes

Approve Culture: HNRS 190

Approved unanimously.

Note: In the future, proposals will only be included in the consent agenda if the subcommittee vote was unanimous.

3. Committee and Subcommittee Appointment Process

Members of the general education committee (besides the DGE and GEAC) will be appointed by the Senate through the Senate Executive Committee each April through the same process used to populate the UCC, ARPC, and Athletic Advisory Committee. Subcommittees will be populated by deans and department heads (as appropriate) during welcome week each year.

4. Assessment Report: None given

5. Proposals

Collaboration: EDCD Courses

Together with the guests from COEHS, the committee discussed the collaboration proposals for EDCD 295 and 495. The vote of the subcommittee did not contain a majority. Members of the subcommittee expressed concern about whether collaboration between a student-teacher and a mentor-teacher fit the intentions of the competency.

The guests from COEHS explained the teamwork and shared outcomes/responsibilities that takes place in the two courses beyond the one-on-one collaboration between student-teacher and mentor-teacher. They were advised to clarify and provide that information in the proposal,

and that what is important is that the collaboration be supported throughout the course and that the collaboration is guided and assessed.

The committee concluded that the proposals should be revised and resubmitted to the collaboration subcommittee.

6. Self and Society Discussion

The visitors from the Self and Society Subcommittee asked for guidance regarding persistent questions that arise from their review of proposals, specifically (in this case) READ 176 and HNRS 190. They identified two concerns:

- There is a requirement that one of the three self and society courses is at the 200 level or above. Often these courses have 100-level prerequisites that are typically the foundation courses. If a student takes a course such as READ 176 for self and society, they may be limited to one social science discipline in order to satisfy both the foundation and upper level requirements.

It was pointed out that several courses at the 200 level or above and count for self and society do not require prerequisites from 100-level social science courses. ECON 221 and COMM 365 were cited as examples.

- There is a lack of clarity over how much depth in the analysis of social science theories and methods is necessary for a course to count for self and society. Some proposed courses cover many different theories at a superficial level. Should they count?

In the next committee meeting, we will discuss these questions further and attempt to resolve them. The guests are invited back.

It was noted during the discussion both of the EDCD proposals and the self and society competency that more clarity is needed in many cases regarding how to evaluate courses. There are common questions concerning the appropriate academic level of the competency in a given course, the depth and breadth of approaches to the competencies, and the meaning of certain words (such as “collaboration” or “problem”