General Education Committee Minutes: 4/27/2023

Present: Victor Piercey (Director of General Education), Michele Harvey (CET), Monica Frees (RSS), Katherine Wolfer (Senate Liaison), Rachel Foulk (CASE), David Scott (FLITE), Katie Kalata (COB), and Angela Ryan (Professional Advisors)

Absent: Andrew Peterson (EIO), Rhonda Bishop (CHP), and Mandy Seiferlein (Academic Affairs)

Guests: Dave Schrock (Problem Solving Subcommittee), Meral Topcu (Self and Society Subcommittee), and Luis Rivera (Natural Science Subcommittee)

11 am – 12 noon, Zoom

1. Approval of Agenda

   Approved Unanimously

2. Consent Agenda
   - Minutes from 13 April 2023

   Approved unanimously with 2 abstentions.

3. Discussion with Subcommittee Members: Criteria for Approval

   Goal: to clarify criteria for proposals in order to be more transparent.

   "Spirit of the attribute" is vague. For Self and Society – look for social science theories – that's how "spirit" is interpreted. How deep do they get into the theories and methods: one sentence or more. Looking at course outcomes – are students expected to know about social science theories and methodologies – how much do assessments cover social science theories and methods.

   In Problem Solving – Faculty are experts in their own discipline and use their own jargon, so write to a generalist audience.

   From UGEC: In one proposal, cover letter was helpful in explaining the theories and jargon. This is a nice model for how this can be done. The chart doesn't have room to really make your case.

   In CIP form – give an example of how implemented, doesn't have to be comprehensive. Syllabus should provide the larger context to show consistent application across the course. Syllabus should include a sample course calendar to see what's being covered. Should also include learning

outcomes – would help if annotate/highlight stuff in syllabus that ties to FLOs.

Nat Sci – emphasize the word "natural" in "natural science".

Prob – what is the "problem" students work with.

Would like to see broader gen ed to introduce other areas that would be beneficial to students like: technology, financial literacy, etc. These were some of the things that were in the original task force recommendations. Other issues: no history or historical classes required. Students can complete degree and CULT requirements without a good grasp of history and government. But – task force had to make compromises.

Maybe we should think about going back to the drawing board with gen ed? One challenge would be with transfer students. This will require balance. This includes a balance between what "bits of knowledge" and "what processes" are important. Think big-picture, what do students take away from courses. There might be a role for FCTL in this? And make that CLEAR in our branding. Can we also make the program so that intro courses can count for gen ed – make courses broader and less specific – that way they have value for students who change majors.

There is also a sense that we don't offer enough sections given how many retirements we have had among faculty.

ABS (EAB) program not set up for gen ed, maybe we should connect with this in order to pull data from it. (Just a field to add). Can pull from other data sources.