

**General Education Committee
Minutes**

October 10, 2016

Present:	Don Wilathgamuwa James Barron Tom Regele Leanne Gilbertson Ken Miller Cheryl Anderson (for Elizabeth Fullon) Tara Haupt (ex-officio)	Bernie Quetchenbach Brent Finger John Roberts Patricia Nichols Scott Harris Matt Redinger (ex-officio)
Absent:	Melinda Tilton* Emily Arendt	Matthew Queen Megan Thomas*

*excused

Jim Barron, Chair, called the meeting to order at 3:22 p.m. in McMullen 305.

The minutes of September 21 were accepted as presented.

I. ITEMS – FIRST READING

Item 6.a STAT 141 Introduction to Statistical Concepts. Change prerequisite.

Item 6.b STAT 216 Introduction to Statistics. Change prerequisite.

- Motion by Tom Regele, seconded by Leanne Gilbertson to **approve Items 6.a and 6.b on first reading.**

- Motion carried.

- Motion by Bernie Quetchenbach, seconded by Scott Harris to **waive second reading of Items 6.a and 6.b.**

- Motion carried.

It was noted that the College of Education needed to see these and didn't. Ken Miller, Chair of Educational Theory & Practice, stated that he would approve these, and signed them after the meeting.

II. VICE PROVOST REPORT/ASSESSMENT UPDATE

Dr. Redinger reported that we are slowly but surely making progress on assessment. Faculty are filling out curriculum maps that link courses to program objectives.

Dr. Barron reported that, due to the Senate's schedule, they will be considering our recommendation on mandatory ETS testing just this week.

III. DISCUSSION/ACTION ITEMS

A. Discuss "General Education Transformed" by Paul Gaston

We need to decide if transformation is necessary, but we can also discuss what we can do within our existing Gen Ed structure. What can we do without a total overhaul?

Creative and critical thinking need to be added to our curriculum.

Visiting artists and lecturers could be used as options in Gen Ed. They are interesting courses that pull students in. However, setting them up is a great deal of work.

Paired or co-enrolled courses are also gaining ground, especially since the Provost has put up funding for such projects. Two courses, both in Gen Ed, with linked curriculum and projects make for integrated learning and student excitement which results in retention.

There are students who dislike Gen Ed courses because they are a re-hash of what they had in high school. However, for especially math, English, and science, this is usually not the case. We do offer challenge mechanisms for Gen Ed courses. We also suffer when students are assigned to the wrong course, or the students take the easiest course to get it over with as soon as possible. Unfortunately, those students then complain that the course is easy and boring.

Honors sections of courses are a great idea, but they usually end up with a mix of honors students and students who took that section because it fits their schedules. Smaller courses promote retention, but we simply don't have the funding for them.

The question was raised as to what constraints we have in creating and changing our Gen Ed program. Dr. Redinger responded that as long as we have a program that does what Gen Ed is supposed to do, we are fine. The question was raised, what is Gen Ed supposed to do? We have very vague learning outcomes for our Gen Ed categories. We need clear, well defined outcomes, or else any course can fit into Gen Ed.

Thinking of Gen Ed as outside of everything else is a disservice to our students. We can create sections of existing Gen Ed courses, or even create new courses, that are focused on what a given major will need. It creates a pathway for students. We could even make Gen Ed a part of the first year seminar, including making that course a requirement of Gen Ed. E-portfolios and signature work are a way for students to illustrate how each Gen Ed course has contributed to their college career and goals. Making those linkages is powerful assessment.

Next time we should discuss how other institutions are doing Gen Ed, and we can read over the AAC&U outcomes. We may wish to use them.

The meeting adjourned at 4:19 p.m.

Respectfully submitted, Rita J. Rabe Meduna.