

General Education Task Force Meeting
Torreyson Library 215, 1:00 pm
Wednesday, July 18, 2012
Minutes

Attendees: Lisa Daniels, Art Lichtenstein, Krista Peppers, Ed Powers, Tammy Rogers, Conrad Shumaker, Barbara Williams

The GenEd model will be 38 hours at the freshman and sophomore level (35 state minimum plus 3 credit Responsible Living course). Additionally, there are 12 credits at the junior and senior level (presumably in the major) and a Capstone Experience at the senior level that contains both Critical Inquiry and Communication.

It was recommended that those on the TF with more constrained programs create a sample check sheet for their programs. Also, TF members will consider their own departments and potential course that may fit into the four designations...offering a rationale for why a specific course would meet a given designation.

Discussion about cut scores to define the targets for GenEd programmatic evaluation resulted in the suggestion that on a 5 criteria scale 75% of students would score 10 at the foundation level, 13 at the junior and senior level, and 17 at the capstone. On a 6 criteria scale 75% of the students would score 12 at the foundation level, 15 at the junior and senior level, and 21 at the capstone.

The lower level Responsible Living course would ideally be at the 1000/2000 level, but could be at the 3000 level if there are no prerequisites for the course.

T. Rogers requested all members send her the institutions, references, and models that have been used to guide our process so that a list of references can be compiled.

It was discussed that an initial goal of integrative learning experiences has not made it into the proposed model, although the TF sees the value in this approach. It was recommended that the TF include a strong recommendation with the proposal that faculty be encouraged to think outside the box and seek innovation in clustered courses and other interdisciplinary course offerings...Responsible Living, specifically, would provide an ideal forum for this type of cross disciplinary integration.

Students who come with less than 30 hours would need to take a FYS and a lower level Responsible Living course. Although the TF sees the value in having a transfer seminar for transfer students, it did not believe it as under the purview of a GenEd committee.

Oral Communication and BIOL 1400 are the two courses in the GenEd with no alternative. As such, a rationale ought to be provided. Additionally, departments can encouraged to develop appropriate courses that would substitute for these two introductory level courses (i.e. a genetics course might be developed...a course that stresses scientific literacy, or a Theatre Arts course might be proposed as an Oral Communication course). Perhaps it should be made clear that the requirement is not necessarily BIOL 1400, but a life science. The course is not merely an intro to biology, but also an issues course—a course that is our scientific literacy course. It was suggested that the catalog description be altered to better emphasize the unique and essential elements of this course that correlate to the GenEd outcomes.