

Grand Valley State University  
**General Education Committee Meeting**

303C DeVos Center  
 Minutes of 1/5/2015

**PRESENT:** Kirk Anderson, Chair; Ella Fritze-meier; Melba Hoffer; Haiying Kong; Martina Reinhold; Paul Sicilian; Susan Strouse; Patrick Thorpe; David Vessey  
**ALSO PRESENT:** C. “Griff” Griffin, Director, General Education; Jeanne Whitsel, General Education Office Coordinator  
**NOT PRESENT:** Emily Frigo; Gabriele Gottlieb; Andrew Kalafut; Sarah King; Brian Kipp; Jose Lara; Paola Leon; Josita Maouene; Linda Pickett

| Agenda Items  | Discussion  | Action Taken  |
|---|---|---|
| <b>Approval of current Agenda</b>   |   | Approved per consensus  |
| <b>Approval of 12/1/2014 Minutes</b>  |   | Approved per consensus  |
| <b>Curriculum items for consideration</b>   |   |   |
| <p><b>Log 8748: Course change – HST 333, Modern China [new to GEC; tabled on 12/1/2014]</b></p> <ul style="list-style-type: none"> <li><b>Note: The change is to add the course to Historical Perspectives. FYI, the current syllabus is included in the system.</b></li> </ul> | <p>It isn't advisable to have a 300 level Foundations course. Foundations by definition should be 100 and 200 level courses. Also, most students will already have completed their Foundations requirements by their junior year, so they will not likely need or want to take a non-Issue 300 level GE course.</p> <p>Existing Foundations exceptions are RST 331 and RST 333 in Philosophy and Literature, but those courses are being discontinued. Going forward, we want to keep Foundations courses below the 300 level.</p> <p>The World Perspectives attribute is acceptable, but we suggest either reformulating HST 333 as an Issues course (which would be our preference) or reducing it to a 200 level course, removing the Junior Standing prerequisite. Either way, an amendment will not be sufficient at this point. We are denying the proposal. The proposer will have to submit a new one.</p> <p>We also have concerns about the teaching methods presented. Should we refer them to another HST proposal for an example of how to do it better?</p> | <p>D. Vessey moved to deny the proposal.<br/>         P. Thorpe second, motion carried 9-0.</p> |

| Agenda Items   | Discussion   | Action Taken |
|--|--|--------------|
| <p><b>Log 8677: New course – HNR 263, Theory and Practice of Rights I [new to GEC]</b></p> <ul style="list-style-type: none"> <li><b>Note: will count as Cultures: US Diversity. Skills are Written Communication and Ethical Reasoning.</b></li> </ul>                                | <p><b>HNR 263</b><br/>Some of the teach and measure questions for the U.S. Diversity content goals are left blank; we will ask the proposer to address this. We wonder if it might be another SAIL issue, as it seems unlikely that this would be intentional. We will ask the instructor to fill in the missing sections. The skills goals are okay.</p>  |              |
| <p><b>Log 8676: New course – HNR 264, Theory and Practice of Rights II [new to GEC]</b></p> <ul style="list-style-type: none"> <li><b>Note: will count as Foundations: Social and Behavioral Sciences. Skills are Critical and Creative Thinking and Ethical Reasoning.</b></li> </ul> | <p><b>HNR 264</b><br/>Students need to take Social and Behavioral Sciences (SBS) courses in two different disciplines. Do these courses (263 and 264) reflect different disciplines? We will ask the proposers to specify the disciplines represented so it will be clear to us what they are.</p>   |              |
| <p><b>Log 8678: New course – HNR 265, Theory and Practice of Rights III [new to GEC]</b></p> <ul style="list-style-type: none"> <li><b>Note: will count as</b></li> </ul>  | <p><b>HNR 265</b><br/>It is not clear to us how skills goals are being taught. The proposal states what students will be required to do, but the instructor’s role is not specified.</p> <p>We will ask for more explicit discussion of why they want to spread the SBS attribute over two courses (263 and 264). Also, we realize that the skills are all being taught together, but we need to</p> |              |

| Agenda Items   | Discussion  | Action Taken   |
|--|---|--|
| <p><b>Foundations: Social and Behavioral Sciences AND Cultures: World Perspectives. Skills are Critical and Creative Thinking, Ethical Reasoning, and Collaboration.</b></p> | <p>have them separated for the record. We may suggest adding Oral Communication as a skills goal, as group discussion is often mentioned as a measurement.</p> <p>We will request amendment as discussed, to be returned to the chair. If he finds the changes satisfactory, we will approve the course. If not, he will pass the amendment on to the committee for review.</p>   | <p>P. Thorpe moved to request amendment, M. Hoffer second. Motion carried 9-0.</p>   |
| <p><b>F14 CAR Replies</b></p>  |   | <p>P. Thorpe moved to send CAR replies as they currently appear. D. Vessey second, motion carried 9-0.</p>   |
| <p><b>Chair's Report</b></p>   | <p>More CARs and curriculum proposals are forthcoming. The Art proposals we reviewed in September have been returned to us.</p>   |  |
| <p><b>Director's Report</b></p>  | <p>The director contacted unit heads regarding the ECS charge to ensure that each department is meeting the MTA math requirements. John Uglietta in Mathematical Sciences says they are following the quantitative reasoning pathway in PHI 103. We still need to hear back from a few courses.</p> <p>The Assessment Committee reported that the rubrics spreadsheets are too hard to read. They've requested that we reduce the wording or add bullets to separate the items within the cells. We will add the bullets.</p> <p>The director sent a survey to students asking how much they thought their collaboration, integration and problem solving skills had improved after taking GE courses. She is currently summarizing the results and will report back.</p> | <p>Bullets will be added to separate the individual rubrics measures within the spreadsheet cells.</p> <p>Director will report survey results at a future meeting.</p> |

| Agenda Items       | Discussion   | Action Taken   |
|--------------------|--|--|
|                    | <p>The beginning-of-term teaching packets went out in December. Instructors appreciated receiving them earlier, so we will continue the practice.</p> <p>We will soon be updating the GE handbook for next year. The director will encourage committees to move on new and amended courses to ensure they make it into the next edition.</p> <p>Changes to assigned skills goals can be made at the end of each assessment cycle. The current cycle will be completed at the end of the 2015-16 academic year. If instructors want to make changes to existing goals or choose new ones for a course, the process will need to be started now in order to be completed by the start of the next cycle.</p> <p>The director presented a report on how often goals are encountered by students throughout their GE courses. Some goals are taught more frequently than others; some are not covered often. She suggested adding to a future agenda a discussion of ways to see that all goals are covered.</p> | <p>Director will prompt committees to take action on courses to be added or updated in the next GE handbook.</p> |
| <b>Adjournment</b> |  | 4:16 pm  |