Grand Valley State University

*General Education Committee*

Minutes of 11-12-12

**PRESENT:** Roger Gilles, Chair, Kirk Anderson, Peter Anderson, Alisha Davis, Emily Frigo, Gabriele Gottlieb, Gary Greer, Brian Kipp, Keith Rhodes, Paul Sicilian,

**ALSO PRESENT:** C. “Griff” Griffin, Director, General Education, Sarah Kozminski, General Education Office Coordinator

**ABSENT:** Karen Burritt, Susan Carson, Jagadeesh Nandigam, Jeffrey Pelc

| Agenda Items | Discussion | Action / Decisions |
| --- | --- | --- |
| **Approval of** October 22 and October 29  **Minutes** | A member suggested a small revision to the October 22 minutes. | Approved as amended. |
| **Approval of Agenda** |  | Approved. |
| **Assessment related to the Faculty handbook**  **Possible Reduction of assessment objectives** | GEC Director is speaking with Unit heads that have courses under the GE Foundation and Cultures categories regarding reducing the number of content objectives if applicable (i.e. if they are redundant, etc.).  Life Sciences and Mathematical sciences are going to go from 4 to 3 goals due to redundancy.  Director wondered if there should be an independent body to evaluate if the skills goals appear to be different or if they are redundant. A member responded that since we’d worked hard at wordsmithing those last year, we should leave them as is—at least for now. Agreed.  Director commented that for the content goals, the faculty should assume that students are at a base level one. The goal of the faculty is to get the student to a level three by the end of the course.  In the Issues course this is expected.    Chair would prefer to say that the goal of the 100 level courses—but not necessarily the expectation—should be to reach level 3 or 4. There is a concern that faculty would gauge the success of their course on whether or not their students reach level 3. Courses will not be thrown out if students cannot reach a 3 in the courses. Indeed, the goal of the assessment is simply to find out where students are—not to reach a certain level.  Content goals are by definition lower level as opposed to the skills goals, which are more like graduation goals. The goal of the course is fulfill the requirements of the course. The levels are for assessment. This will tell us what level our students are at upon completion of courses.  GE director reiterated that the goal of the assessment process is to figure out how we are doing and ways to improve. | Once the rubrics are developed we will take another look. GEC Director will ask if a generic rubric could be created to measure the content goals or the GEC could create a rubric. |
| CAP review plan | The approximate 180 CAPs can be divided between the committee members. Director felt that they could be divided. There are currently 5 courses that the committee could review. There should be 2 to 3 members reviewing each CAP.  Chair suggested discussing the five that were submitted on November 26th for a full group discussion. |  |
| **Honors College Agreement** | Chair has created a proposal for the Honors College in regards to the GE Issues courses. A member suggested that we say the “goal” is that all Honors students, not “nearly all,” will complete at least two integration experiences. | Committee approved proposal with one amendment to remove “nearly.” |
| **Course Proposals** | LIB 314 (log# 7854)  After discussion, motion made and seconded to request further amendments. Approved.  Chair will meet with submitting faculty to discuss the SOR and course description and central objectives of the course, as well as the removal of the mention of the Human Journey Theme. Discussion will include the department head due to the many sections that are offered for this course.  LIB 335 (Log# 7852)  After discussion, motion made and seconded to approve the course. Approved.  PHI 300 (Log#7829)  After discussion, motion made and seconded to request further amendments. Approved.  New Proposal  HTM 202 (Log #7789) Course change moving from theme to World Perspectives  After discussion, motion made and seconded to approved pending minor amendment. Approved. | Further amendments requested for LIB 314.  LIB 335 course proposal approved.  Further amendments requested for PHI 300.  HTM 202 approved pending SOR course description included. |
| **Quantitative Literacy Rubric** | Rubric for Quantitative Literacy (drafted by Kirk Anderson) discussed.  There are minor edits to be made under solving problems.  Member suggested the use of “if prompted, may state some but not all.” | Kirk will edit the rubric and send to the group. |
| **Additional rubrics needed** | Oral communication  Critical and creative thinking  Ethical reasoning  Problem solving  Integration | Chair will send out an email to get volunteers to do the remaining. |
| **Upcoming Business** | We’ll discuss 5 sample CAPs, any remaining course proposals, newly drafted rubrics, and the new chair election |  |
| **Adjournment** |  | Meeting adjourned at 4:25 |



Honors Proposal to Fulfill General Education Issues Courses

November 2012

Honors is in entire agreement that all students at Grand Valley should get the full experience of General Education as expressed in the LEAP goals. Honors already offers a deep, interdisciplinary education that fulfills Gen. Ed., and will meet or exceed the goals of the new Issues courses in the following way:

* Honors emphasizes interdisciplinarity both inside and outside the classroom, on both an academic and experiential level, from admission to graduation
* All Foundational Interdisciplinary Sequences will feature team-based problem solving and rich interdisciplinarity in a year-long series of classes
* Many Honors sciences and social sciences feature team-based problem solving
* Many Honors Junior Seminars feature team-based problem solving and integration, and **all will do so by 2014**
* All Honors students will grapple with at least one of the issues as defined by Gen. Ed.
* The majority of Honors students will get at least one more integration experience since many study abroad, many work in interdisciplinary teams through other curricular and extra-curricular activities (e.g., working in service clubs and on special projects both in and out of Honors), and many do interdisciplinary Honors senior projects (with an increasing number working in teams). The goal for the long term will be to have all Honors students complete at least two integration experiences.

Transfer students:

* EITHER study abroad or do two Junior Seminars

Note: The Gen. Ed. Committee has recognized study abroad as a valuable alternative approach to Issues courses. We hope that the committee will also recognize the substantial manner in which Honors fulfills the goals.