Grand Valley State University

*NOTES: General Education Committee*

Minutes of 11/11/2013

**PRESENT**: Peter Anderson, Jonathan Cook, David Eick, Emily Frigo, Roger Gilles, Gary Greer, Melba Hoffer, Brian Kipp, Jagadeesh Nandigam, Alex Nikitin, Martina Reinhold, Keith Rhodes, Chair, Paul Sicilian, David Vessey,

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

**NOT PRESENT:** Karen Burritt, Susan Carson, Maria Cimitile, Yosay Wangdi

**ON SABBATICAL**: Kirk Anderson

| Agenda Items | Discussion | Member |
| --- | --- | --- |
| **Approval of Agenda** |  | Approved per consensus |
| **Approval of 11/04/2013** |  | Approved per consensus |
| **Curriculum items for consideration** | **MES 370 (Returning fast-track Issues course), LOG# 8252**There were typos before.Was there a way they could’ve designed the assessment easier? **HNR 256 (New Historical Perspectives/Honors interdisciplinary course), LOG# 8183****HNR 256 (New Historical Perspectives /Honors interdisciplinary course), LOG# 8184****HNR 276 (New Arts foundation/Honors interdisciplinary course), LOG# 8185****HNR 277 (New World Perspectives/Honors interdisciplinary course), LOG# 8186**They don’t fit our template exactly, but Honors will be assessing now. They didn’t complete the Proposals. Return to them. Keith will need approval of the committee and ask for an Amendment. They are in the process of completing CAPs. Should we make them complete CAPs if they are assessing this term? They will never be in sequence with our courses, but that’s ok. The Proposal could serve as a CAP for those missing. We can back fill a CAP for them. They are transitioning from the 280 sequence. We should mention they should match up the skills they choose to match up to the SOR. The two courses in the Winter, both courses have the same skills goals. Do we care about that? No. If they are the same, they would be smart to choose the same skills goals. In order for us to model it, they have to complete the CAPs. | **LOG# 8252**P. Sicilian moved to ApproveM. Hoffer Second11 AgreedA. Nikitin moved to send all four back for AmendmentG. Greer Second11 Agreed |
| **Transfer courses for Themes** | If a student took a history course outside of GVSU, they receive credit for it. In the past if they took a class on Death and Dying that we don’t have, we would give them credit. In a year, no one can transfer any courses as issues or themes. If they took it before Fall of 2014, they will receive 1-1 credit. Preference is to say unilaterally no unless the course they transfer in is NOT in our Theme program. The courses are available to students for 8 years. Each year there will be less Theme courses. It isn’t that hard to pick up the second course now that there is a larger list. Students may receive the transfer credit as a foundation or cultures creditBanner won’t recognize the course as an issues or themes course. If a course has low enrollment, you are encouraged to make it an Issues course. Starting 2014, theme courses aren’t available to Freshman. Students who transfer from a community college with the MACRAO/MTA have already taken their Gen Ed courses. The Grievance process is changing and will be appealed to the GE Committee.  |  |
| **Review of internal GEC policy on eliminating courses that do not assess** | Under 2c it should say taught and assessed? Didn’t we discuss a one semester probationary period? Yes, that is for the CAR.The CAPs were done for you to choose the skills that are going to be taught and assessed. They don’t need to complete a new one for another three years. They can choose to keep the CAP the same the next cycle if they want to keep the same skills goals. But we want to be able to hold them to higher standards after this cycleWe might take every 4th year off. Revisit the CAP for a year. It would be less of a headache if it’s a default where if they want to make a change, send us the update. Otherwise, it can remain the same.You could wait until the end of the 3rd year and decide to change the goals.We want to have standards, so if we up the expectation on the next round of submission. The CAP shows how I think I will teach, the CAR shows how I really did. If there are multiple faculty members teaching the same course, it makes more sense to change the CAP. Send an existing CAP with the last CAR and ask if they want to change the CAP. You will review the CAR, so we can remind them to update the CAP. 6 year cycle would work for asking for major changes2B – change it to CAP3 – add (CAR)Once this is a policy, if they miss the first deadline, attach the policy. Rolling schedule – the year after they have submitted the CAR, either send an updated CAP or affirm the previous one. 1/3 are assessed each term3. Remove “good reason” and state “with the GEC”. Can we be more specific about a new deadline set? Add “normally, the next semester when the course is offered.”3b. remove “drop” and change to “course will be removed from the General Education program.” Records changes Banner if a course is dropped from the program. We should inform Records, the UCC, Unit Head, and the Dean to notify them if they are going to be dropped.The Committee will support the General Education director as we proceed with the new policy of removing courses if they don’t comply with the assessment process. Griff will advise the committee each semester about where we are in the process. |  |
| **Chair’s Report** | Regarding Jon’s revision of the Teach and Assess prompt on the CAP form, he suggested adding language that we modified a bit to become “As appropriate, please describe the role of both the students and the instructor.”We should splice this sentence in all the CAPs—including old ones.  |  |
| **Director’s Report** | One way is to change the Quick Guide to notify Freshman next year they can’t take Themes. Or, we can eliminate the Theme courses from the Quick Guide.We can have the first part of the handbook for freshman and the back for everyone else. Member stated not many students actually look at the handbook, as students look at their schedule and classes online. It would be ok to remove the themes from the handbook. We should remove the right side (themes) with a note for students who entered previous to Fall 2014 to visit the General Education website for theme courses. The Brooks College has an endowed professor of Civil Discourse. The person has been selected. The person will create a placeholder class that will come through modeled as LIB 401 as a visionary thinker course. It will be a new course and will be an Issues course at a 300 level. Other faculty can use that model to create a course. It’s fulfilling the intent, but we can’t cycle back. Would we consider waiving the assessment of that course? It’s similar to a Special Topics course. If you create a Civil Discourse course, it won’t have to be assessed. It should have a specific course number.  |  |
| **Adjournment** |  | 4:18 pm |