Grand Valley State University

*NOTES: General Education Committee*

Minutes of 9/30/2013

**PRESENT**: Susan Carson, Jonathan Cook, Karen Burritt, David Eick, Emily Frigo, Roger Gilles, Gary Greer, Melba Hoffer, Brian Kipp, Jagadeesh Nandigam, Alex Nikitin, Keith Rhodes, Chair, Paul Sicilian, David Vessey, Yosay Wangdi

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

**NOT PRESENT:** Peter Anderson, Karen Burritt, Maria Cimitile,Martina Reinhold

**ON SABBATICAL**: Kirk Anderson

| Agenda Items | Discussion | Member |
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| **Approval of Agenda** |  | Approved per consensus |
| **Introduce New Members** | Jonathan Cook, Student RepresentativeDavid Eick, full-year replacementYosay Wangdi, half-year replacement |  |
| **New Issues**  | **BIO 309, LOG# 8272** Plants and Human HealthMember states it could be a model. **Use as a Model Issues Proposal****ENG 335, LOG# 8247** Literature of American MinoritiesMember states there is double dipping. Make sure Records keeps this listed as a U.S. Diversity Course. | **LOG# 8272**S. Carson moved to ApproveG. Greer Second11 Agreed**LOG# 8247**S. Carson moved to ApproveD. Vessey Second11 Agreed |
|  | **ENG 382, LOG# 8257** Nature WritingPut stock language under objectives. How will the students learn the skills of integration and collaboration and problem solving? Would like wording from ENG 384. Would like more model examples to look at.**PED 345, LOG# 8281** Disability, Sport and Physical ActivityDeferred until the full review group can attend and reach consensus. | **LOG# 8257**S. Carson moved to amend, to be approved by Keith without returning to the committee.B. Kipp Second11 Agreed**LOG# 8281** |
|  | **REL 315, LOG# 8264** LGBTQ & Global ReligionsMember states problem solving #1 is a sticking point. There is vagueness with multiple approaches to the problem. Proposal wasn’t clear how problems were being conceived. Are we trying to resolve problems between theories and identities? Give example of problem solution framework. There is a conflict between understanding a problem and solving it. With emerging identities comes wrestling with religious tradition. **SOC/WGS 350, LOG# 8269** Family and Gender in the Developing WorldNeeds stock language and detail in methods of evaluation and primary sources. Collaboration statements don’t show any planning for how to approach these tasks. Goals form should show the connection. Objectives within SOR fit poorly with Human Rights. Collaboration “teach” goals state the goals will be taught, but don’t state how they will be taught.  | **LOG# 8264**R. Gilles moved to amend, to be approved by Keith without returning to the committee.M. Hoffer Second11 Agreed**LOG#8269**M. Hoffer moved to amend, with amendment sent back to the committee.A. Nikitin Second11 Agreed |
|  | **ENG 384, LOG# 8254** Literary Responses to War and PeaceMember didn’t understand how to derive the response from the major.In Goals statement, member didn’t see how it connects with human rights. SOR needs to show how they are getting disciplinary content. Students will be drawing on their own disciplinary backgrounds. **ENG 386, LOG# 8251** Death and Dying Member questions if Death and Dying is in English and how is it related to Health? BMS and PHI also have a Death and Dying course. In the SOR, the objectives are the old objectives from the Death and Dying theme. Member states we can encourage others to use the proper descriptions in the proposals. Under integration, there are several genres. In the rubric, it doesn’t say anything about integration. | **LOG# 8254**A. Nikitin moved to amend, with amendment sent back to the committee.J. Nandigam Second11 Agreed**LOG# 8251**A. Nikitin moved to amend, with amendment sent back to the committee.B. Kipp Second11 Agreed |
|  | **ENT 353, LOG# 8259** Entrepreneurship for the ArtsNot clear why it’s in that category. No evidence of teaching. It lacks consistency in “Teach” section of content goals. There needs to be clarity in the SOR and the goals form. **SW 333, LOG# 8266** Practice with the Lesbian, Gay, Bisexual and Transgender CommunityPut stock language under objectives. Lacks a clear indication of how the course fits the “identity” of the category. Revise content goals #2 to explain how complementary and competing perspectives covered in the course contribute to the ongoing discussion about identity. We need more examples for people to read and it will be clear what a “teach” and “assess” statement is.  | **LOG# 8259**R. Gilles moved to amend, with amendment sent back to the committee.B. Kipp Second11 Agreed**LOG# 8266**M. Hoffer moved to amend, with amendment sent back to the committee.R. Gilles Second11 Agreed |
| **Chair’s Report** | Keith will be attending the conference. Would like some of the proposals to come back around. We have a backlog of things to discuss yet. Would like to bring in a teacher to one of the meetings. Continue being ambassadors to others in your departments. **LIB 310 # 8262 Use as Model Issues Proposal** |  |
| **Director’s Report** | Soon we will be releasing instructions for assessments. We are missing a few still. The transition from themes to issues went well. If you feel there are resources that should be on our website, tell us.  |  |
| **Adjournment** |  |  4:10 p.m. |