Grand Valley State University

***General Education Committee Meeting***

3015 James H. Zumberge Hall

 Minutes of 10/6/2014

**PRESENT**: Kirk Anderson, Chair; Emily Frigo; Ella Fritzemeier, Gabrielle Gotlieb, Melba Hoffer; Andrew Kalafut; Sarah King; Haiying Kong; Jose Lara Paola Leon;, Linda Pickett; Martina Reinhold; Patrick Thorpe, David Vessey

**ALSO PRESENT:** C. “Griff” Griffin, Director, General Education;

**NOT PRESENT:** Brian Kipp, Josita Maouene, Paul Sicilian; Jeanne Whitsel, General Education Office Coordinator

| Agenda Items | Discussion | Member |
| --- | --- | --- |
| **Approval of Agenda** |  | Approved per consensus |
| **Approval of 9/29/2014 minutes** |  | Approved per consensus |
| **Curriculum items for consideration** | Log 8607- ART 260Oral communication concerns weren’t addressed.The group was wondering why critical and creative thinking was changed to written communication. | David moved and Gabrielle seconded to table it.Kirk will ask the author for some clarification and then report back to GEC. |
|  | Kirk presented the new SAILS form. * Assessment – the form would change to being a series of radio buttons (faculty can choose more than one option).
	+ We are changing one of the assessment measures - Discussion board to Discussion.
	+ Change the clause in assessment to “Indicate how you may measure.”
	+ Delete “or measure”
	+ Delete the “examples of e.g.” because they’re in the list
* Teach
	+ Change the order on the teach order to…”describe the role of both the instructor and the student”
	+ We’ll highlight in color/bold/italic/underline – “Be sure to discuss all four of the objectives.”
	+ Change the Preamble text: Describe how you will help students learn about Issues and questions in this Issue category? To make it autopopulate with the GE category from the course change/new course proposal.
	+ Change Teach: Explain how you will teach students to link course material to this Issue category. As appropriate, please describe the role of both the instructor and the students (e.g., assign readings, discuss in class, use a handout, provide models, etc.).
	+ Teach: Explain how you will teach students how complementary competing perspectives contribute to the ongoing discussion about {this Issue}. As appropriate, please describe the role of both the instructor and the students (e.g., assign readings, discuss in class, use a handout, provide models, etc.)
	+ Change the skills preamble as well: Explain how you will teach students {collaboration}. As appropriate, please describe the role of both the instructor and the students (e.e., assign readings, discuss in class, use a handout, provide models. Etc.). Be sure to discuss all four of the objectives.
* Change the GE handbook: change the stem before for each of the content and skills outcome to match what we are changing in the GE goals form.
 | Gabrielle moved and Melba seconded the motion we adopt the new form and the new Handbook.Griff will meet with Institutional Marketing tomorrow to determine the timeline for changing it. |
|  | The committee discussed the CAR reply “form letter” to determine if we should change any of the wording. Kirk will distribute a revised version ahead of the next meeting.We also talked about the CAR process in general. We discussed the fact that faculty might want to compare their course to other courses in the category. Griff said we can provide this information. Coming up this winter we will present the data to the faculty with a comparison to the average and a clause that says here – We’re providing the average in this category for comparison purposes.Time ran out on us, so two items were tabled for next meeting:(1) Committee review of two CARs:* CLA 250
* COM 438

and (2) Assessment: Student input  | We would start providing the summary to the instructors who submit data in Dec. |
| **Chair’s Report** |  |  |
| **Director’s Report** |  |  |
| **Adjournment** |  | 4:30 pm |