

General Education Committee

Executive Board Room
December 9, 2010
8:00 – 10:00 am

Present: Bob Drov Dahl, Steve Layman, Doug Downing, Katie Kresser, Cindy Price, Andrew Ryder, Bruce Congdon, Chris Henshaw, Michelle Beauclair, Elaine Scott, Kathleen Braden, Mike Hamilton

Agenda

1. Review the seven goals we set out to accomplish through our work this fall.
2. Should skills (information literacy, writing, critical analysis, reading comprehension, oral communication, research) be linked to specific Common Curriculum courses?
3. What will be the goal(s) and language/images that communicate the purposes of GE at SPU?

Three questions raised through email discussions:

1. Doug suggested that we embed WE-type coursework within the disciplinary categories of Arts & Humanities, Social Sciences & History, and Natural Sciences & Mathematics.
2. Bruce's quantitative modeling of natural sciences course offerings and instructional capacity raises the question of how realistic the proposal might be.
3. Elaine's analysis of the distribution of the entire GE curriculum across disciplines is a reminder that science faculty perceive the CC to be mostly about non-science matters and they are therefore inclined to believe students are short-changed in the study of natural sciences in the GE curriculum.

December 2, 2010 minutes approved.

Review goals the Committee set in comparison to UPEC's goals

Important to articulate a coherent argument for accreditators and for our students by matching our mission to the GE proposal and how they align.

GE Goal 1 - The University's five signatures and how it relates to GE

Character and competence capstone, academic integrity (USEM), radical reconciliation
Consider ethnicity since SPU is becoming more diverse?

GE Goal 2 – EC structure

WE - Questions about class size.

GE Goal 4 – on today's agenda

GE Goal 5 –

We decided we want WK courses to be more inclusive than more restrictive (no pre reqs)
Last time, discomfort that there was no criteria established at all

GE Goal 7 – in progress**Discussion of Committee Goal #4**

Should skills (information literacy, writing, critical analysis, reading comprehension, oral communication, research) be linked to specific Common Curriculum courses?

Skills should carry throughout all of GE

- Uniform set of skills to apply to all courses

Make this one of the criteria for any EC course (choose at least one skill and focus on that)

- Assessment wise will have to show where it is done and how it is done (map it out in syllabi)

Creating subgroups – have faculty groups work out which courses will do what

- Naturally work among out in the disciplines?
- Using online tools to help departments assess

Common Curriculum

- Last year's committee went to all departments to discuss skills
- Review of skills from last year's CC classes (see proposal from 09-10)
- If we are infusing the EC with skills, we don't necessarily have to have the CC hit every skill

Vote - Locating skills in GE curriculum – require EC courses WK will meet at least one of the UPEC approved skills. Passed.

Vote – also want this through the CC (cc courses to pick up at least one of the skills). Passed.

Discussion of WE category

Science based

Humanities based

Learning Engagement Seminars

We want progress in the EC and more depth to these courses

Doug - two WE classes (two smalls classes sophomore year; one scientific method based class). Might not be able to do these with sciences...

- Enough load for smaller classes? No
- Reallocate resources to make this happen?

Students need to be exposed to enough “real science” (using scientific method)

- Natural sciences vs social sciences

Requirement for seminars but could double count for WK categories

Fundamental change is to do away with two-tier EC and move to single-tier:

Math

Art

Humanities

SS

SS

Science

Science

- One of these has to be a seminar which will NOT count towards major
- Arts and Humanities are still separate
- Every five quarters each department has to put a seminar in the TS
 - Even the distribution of seminars available
- Require one seminar (they'll try and count it for their major)
 - Back to distribution model EC
 - No progression in coursework in the EC
- Two-tier system builds upon what we've done before

Seminar would be a 2000 or 3000 level class

- Not in major
- Deeper experience
- Mandate this?
- Count towards WK category
- 28 to 30 sections/year

Loopholes around major requirement (declaring after taking seminar class)

- Cannot count towards major
- Intro level could count

Simple to administer

Enforceable (every department to do a seminar in a certain rotation)

Make the seminars Ws

- Scientific-based seminars may not be W
- 15 credits of W? Transfer students?
- Define W program differently and enforce it
- Currently hit or miss with W classes (W is under UPEC review right now)

Perceived as a wonderful opportunity for faculty (and students)

- Teach small classes
- Exposure to non majors
 - Classes would not exclude majors in the field, but they cannot count toward major
- We lose double students from sophomore to junior years
 - Not connected ?
- Students will have a seminar class from beginning to end

Discussion of logistics and details

Reduce WK by five credits

- Note: Does not free up any load in sciences

More intentional about number of sections you need per category – pick up load by efficiency

Flexibility – Is communications classified as social scientific?

- Communication already teaches many GE classes

Performing Arts??

- New W because this is for non majors

Performance based ensembles would not fit

- A&H students can still take these courses because there are five less credits

What will we take to the faculty?

- WE course
- W course (under revised program)
- Make it 20 students/class? (Cindy will model this)

Vote – W Classes – five favoring; five opposed: we're divided on this issue

- Something to discuss further
- Nature of W is key

Vote – Favor taking the model out to the faculty? Passed

Class size from old two-tier model?

35? (Cindy will model this)

- New learning objectives and skills to make clear to faculty
- Bob will create the document to take to faculty
- Reconvene with input from faculty and put a model out there
- Discuss of implementing this to faculty
 - Informal feedback
 - Revisit the W aspect

Adjourned.