

GENERAL EDUCATION COMMITTEE
244th Meeting
Thursday, October 18, 2018

MINUTES
Approved

- Present: B. Aranda (EDU/C&I), R. Caughron (EDU/KNPE/BC), D. Gorman (LAS/ENGL/BC), L. Hedin (EDU/SEED/BC), E. Klonoski (Ex-officio, Associate Vice Provost), L. Matuszewich (LAS/PSYC), B. Montgomery (HHS/FCNS), A. Otieno (for Z. Wang, EET/TECH), J. Pendergrass (BUS/OMIS), M. Quinlan (VPA/ART), M. Roselli (LAS/COMS/Student), D. Smith (Catalog Editor)
- Guests: Wei-Chen Hung (EDU/ETRA/Learning Pathway), Laura Vasquez (LAS/COMS/Social Justice Pathway)

The meeting was called to order by GEC Chair Montgomery. Introductions were made.

- I. Adoption of Agenda. A correction was made to the agenda; it is September 2018 minutes that need approval, not April. Montgomery asked to move the Pathways Coordinators up on the agenda to accommodate the two coordinators in attendance. Gorman made a motion, seconded by Caughron, TO ADOPT THE AGENDA FOR THE OCTOBER 18, 2018, GEC MEETING AS AMENDED. **Motion passed by acclamation.**
- II. Approval of September 27, 2018 Minutes. Caughron made a motion, seconded by Matuszewich, TO APPROVE THE MINUTES OF THE SEPTEMBER 27, 2018, GEC MEETING. **Motion passed unanimously.**
- III. Announcements.
 - A. Enrollment Data. Klonoski reported the data are in the OneDrive GEC group in the folder for this meeting (2018-19, October 18). See also discussion of data in Pathways Coordinators below. Klonoski asked GEC members to browse the data and let him know if they have any questions. He added the committee could get any data they want with queries done by Registration and Records. There were specific questions about the benefits of the Pathways and Klonoski replied it's too early for those data since they just started two years ago. There also was a discussion about transfer students and it was clarified that transfer students who have earned an associate's degree will qualify for compact benefits, which means all their general education requirements are met. Any other student transferring in may have the opportunity to participate in general education and the Pathways. Klonoski noted the Higher Learning Commission (HLC), during their last evaluation, was satisfied with NIU's general education program and no improvements are needed.
- IV. Old Business
 - A. Assessment Plan. Nothing discussed on this topic.
 - B. Pathways Coordinators. Klonoski gave an overview of the Pathways. The Pathways are a way to organize select general education courses around a central theme. Gorman added that one of the duties of the Pathways coordinators is to oversee the courses that constitute the

Pathways. Hung and Vasquez, two Pathways coordinators, were in attendance to speak about Pathways from their points-of-view. Hung said that as a coordinator he is responsible to make sure the courses in his Pathway are offered at least once every four semesters. He also needs to make sure the instructors are collecting the requisite assessment data. Klonoski said the coordinators can recommended additions or deletions of courses to and from the Pathways. Committee members were shown the updated general education webpage and how the Pathways are now presented. Klonoski noted he sends coordinators a list of Pathways courses that are offered every semester. Discussion followed regarding how the list of available courses can be publicized more broadly and how to better identify Pathways courses in the course finder. Vasquez said one issue she has is some of the courses are taught by TAs and they don't always understand that the course they are teaching is a Pathways course. She added that her Pathway doesn't offer a lot of courses in the science and technology knowledge domain. There was a discussion on plans for adding more courses to the Pathways. It was clarified that a course could have prerequisites and also be a general education course. There was a discussion on reducing the number of Pathways, i.e., eliminating the ones that aren't working or having other Pathways take on those courses. The GEC also discussed if it would be easier to publicize the Pathways if they were part of a minor. Klonoski suggested that the GEC should draft a list of what they'd like to see with regards to the Pathways and then pass that along to the departments who would need to implement the suggestions. The GEC added other suggestions for the Pathways program, including automating assessment, making sure there is oversight of the coordinators, setting a date to evaluate the current Pathways, developing a marketing plan, and identifying other general education courses for the Pathways. Klonoski said these suggestions could become part of the GEC's working rules. Hedin volunteered to draft a list of issues the GEC would like addressed. Matuszewich and Montgomery volunteered to work on an oversight plan for the Pathways.

C. Pathways Minor. No update at this time.

V. New Business.

A. SESE 320 new non-Pathways course application. Matuszewich noted the course is based on film and it makes sense for an online course. Hedin noted the department would like it added to a Pathway, but wanted to get it into the general education program first. Quinlan made a motion, seconded by Caughron, TO APPROVE SESE 320 FOR GENERAL EDUCATION CREDIT IN THE CREATIVITY AND CRITICAL ANALYSIS KNOWLEDGE DOMAIN. **Motion passed unanimously.**

B. Course revisions. These are title change revisions to several GEOL courses. Smith explained the GEC looks at revisions to general education courses to ensure the revisions don't make them ineligible for general education. Caughron made a motion, seconded by Gorman, TO APPROVE THE COURSE REVISIONS TO GEOL 105, GEOL 120, AND GEOL 121. **Motion passed unanimously.**

C. Coordinator needed for the Origins and Influences Pathway. Klonoski said that in the past the GEC has looked at the faculty who are engaged in the Pathway as potential coordinators. He added the GEC should determine a procedure for approving new coordinators. There is a \$2,000 annual stipend for coordinators. It was suggested that the faculty/instructors involved in this Pathway be e-mailed to see if anyone would be interested in being the coordinator. Montgomery will send the e-mail. A discussion followed regarding how to check and make sure the coordinators of Pathways courses are performing the duties required of them.

D. APPM revision. Klonoski explained the Academic Policies and Procedures (APPM) manual

has a portion for curricular procedures. The proposed change is to clarify new general education course proposals do not need to go through the colleges' curriculum committees. Gorman made a motion, seconded by Quinlan, TO APPROVE THE REVISION TO THE GENERAL SECTION OF THE APPM. **Motion passed unanimously.** See Appendix A.

VI. Adjournment. The meeting adjourned at 2:00 p.m. by acclamation.

The next meeting is scheduled for November 15, 2018.

Respectfully submitted by Donna Smith, Catalog Editor/Curriculum Coordinator

Operating Procedures for Curricular Items

Section III. Item 3.

↓

B. General Education (Approved by Undergraduate Coordinating Council, September 2, 1993)

1. The following criteria will be considered by the General Education Committee when determining whether a course should be included as a general education offering:

- a. All departments submitting courses for consideration to be included for general education credit shall follow the format for Submission of Course for General Education Credit for Inclusion in a Pathway *or* Submission of Course for General Education Credit not for Inclusion in a Pathway (see [Section III, Appendix D](#)) specified by the Baccalaureate Council. The application forms are submitted to the Catalog Editor/Curriculum Coordinator, who will forward them to the General Education Committee for consideration.
- b. Courses should include not only descriptions of facts and theories but should engage students in their analysis and interpretation.
- c. Both breadth and depth of course coverage are desirable.
- d. As far as is feasible, general education courses should attempt to achieve gender balance in knowledge presented by incorporating female as well as male experiences and treating both experiences as authentic and significant.
- e. As far as is feasible, an attempt should be made to achieve ethnic minority balance in knowledge presented by incorporating Black, Hispanic, and other ethnic minority experiences and promoting recognition of ethnic minority achievements.
- f. Courses that are numbered 300 and above should possess certain additional characteristics. Suggested guidelines for these courses are:
 1. Classes should be relatively small (25-30).
 2. Course requirements should include a significant amount of writing.
- g. Course proposal must be accompanied by a statement describing how the course will be assessed to ensure that it continues to meet the requirements outlined above.
- h. Courses in one of the three knowledge domains in the general education program will be reviewed.

Rationale: The addition of the next text is to clarify that applications to add courses to the general education program do not need to go through the college curriculum committees. If an individual college wants to implement an additional step, they may choose to do so.