

GENERAL EDUCATION COMMITTEE
245th Meeting
Thursday, November 15, 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), E. Kuby (LAS/HIST), 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. Caughron made a motion, seconded by Quinlan, TO ADOPT THE AGENDA FOR THE NOVEMBER 15, 2018, GEC MEETING AS AMENDED. **Motion passed by acclamation.**
- II. Approval of October 18, 2018, Minutes. The minutes from the October 18, 2018, GEC meeting were approved electronically.
- III. Announcements.
 - A. Adding notations in the catalog for Pathways courses. Smith reported she will add notations to Pathways courses in programs where they appear that state they are available for general education and in a specific Pathway.
- IV. Old Business
 - A. Assessment Plan. Nothing discussed on this topic.
 - B. Pathways and Pathways Coordinators. The GEC discussed what could be done in MyNIU to increase awareness of the Pathways. Hedin provided the GEC with various screenshots from MyNIU and the GEC discussed options for where the Pathways could be added. The GEC also discussed how advisors use various parts of MyNIU. It was suggested that Registration and Records be sent suggestions of what the GEC would like done. There was a suggestion that students be consulted on whether or not they are interested in the Pathways. Klonoski replied that student focus groups were used when the Pathways were created during the work on the new general education program and students were interested in Pathways. There also was a discussion about whether the Pathways were working well and it was noted that they've only been in the catalog for a year, so more time needs to be given to evaluate them properly. In order to better inform the university community on the Pathways, Wolfskill suggested the GEC define goals for what should occur. One goal could be an information link in MyNIU that tells students about Pathways and to publicize which Pathways courses are available each semester. Wolfskill suggested a few GEC members should meet with the appropriate staff in Registration and Records and discuss what the GEC would like to see in

MyNIU. Also, GEC members should meet with staff from Marketing and Communications to develop a marketing plan. Pickett suggested the Student Advisory Council's would be a good place to go for student feedback on MyNIU features. Wolfskill volunteered to help with web visibility and Klonoski will help with both MyNIU and marketing. The Pathways coordinators should also be represented in these discussions.

- C. Coordinator needed for the Origins and Influences Pathway. Montgomery reported there is one person interested in this position. It was decided that Montgomery, as GEC chair, should have a conversation with this individual to determine suitability. Wolfskill made a motion, seconded by Hedin, THAT MONTGOMERY WILL MEET WITH THE INDIVIDUAL INTERESTED IN THE COORDINATOR POSITION FOR THE ORIGINS AND INFLUENCES PATHWAY TO DETERMINE SUITABILITY. **Motion passed unanimously.**

V. New Business.

- A. Course Revisions. Hedin made a motion, seconded by Caughron, TO APPROVE THE CATALOG CHANGES AS PRESENTED WITH THE EXCEPTION OF THE NEW SUBMISSIONS. Smith noted GEC members should evaluate course revisions to ensure the changes don't prevent the course from meeting general education standards. **Motion passed unanimously.**
- B. ART 465—application for a current general education course for a Pathway. Klonoski told GEC members they should look for two student learning outcomes, sound rationale for the knowledge domain and Pathway selected, and appropriate signature assignment. Quinlan made a motion, seconded by Caughron, TO APPROVE ART 465 FOR THE SOCIETY AND CULTURE KNOWLEDGE DOMAIN AND LEARNING PATHWAY. It was determined that having “junior standing” in the prerequisite is OK and the signature assignment is appropriate. It was pointed out that some of the information necessary for a general education application is missing. This is probably a glitch in the online forms and Smith will look into it and will ask the school to submit the missing data.
- C. THEA 379—application for a new course for general education credit, not for a Pathway. As of 10/31/18, the new course proposal had yet to be received. Hedin made a motion, seconded by Quinlan, TO APPROVE THEA 379 FOR GENERAL EDUCATION CREDIT IN THE CREATIVITY AND CRITICAL ANALYSIS KNOWLEDGE DOMAIN PENDING BACCALAUREATE COUNCIL APPROVAL. **Motion passed unanimously.**
- D. GEOG 256—application for a new course for general education credit, not for a Pathway. Caughron made a motion, seconded by Kuby, TO APPROVE GEOG 256 FOR GENERAL EDUCATION CREDIT IN THE SOCIETY AND CULTURE KNOWLEDGE DOMAIN. **Motion passed unanimously.**
- E. GEOG 303--application for a new course for general education credit, not for a Pathway. Caughron made a motion, seconded by Hedin, TO APPROVE GEOG 303 FOR GENERAL EDUCATION CREDIT IN THE NATURE AND TECHNOLOGY KNOWLEDGE DOMAIN. There was a brief discussion on the different between the nature and technology and society and culture knowledge domains. **Motion passed unanimously.**
- F. FLBU 482—application for a new course for the Global Connections Pathway. Caughron made a motion, seconded by Quinlan, TO APPROVE FLBU 482 FOR GENERAL EDUCATION CREDIT IN THE SOCIETY AND CULTURE KNOWLEDGE DOMAIN AND THE GLOBAL CONNECTIONS PATHWAY. **Motion passed unanimously.**

G. CAHE 100—application for a new course for the Social Justice Pathway. Caughron made a motion, seconded by Hedin, TO APPROVE CAHE 100 FOR GENERAL EDUCATION CREDIT IN THE SOCIETY AND CULTURE KNOWLEDGE DOMAIN AND THE SOCIAL JUSTICE PATHWAY. **Motion passed unanimously.**

H. Pathways Oversight Plan. Montgomery reported she compiled talking points from the October meeting and compiled a draft of an oversight plan, which the GEC discussed. Matuszewich provided feedback and asked if the review of the coordinator and the pathway is intertwined. It was determined it is; the Pathway cannot succeed if the coordinator is not successful. Klonoski suggested the GEC draft questions they want data to assess. It was noted the majority of instructors of general education courses are using the embedded rubrics in Blackboard. Then a report is generated from those rubrics and the data are provided to faculty chairs of courses in the general education program. The GEC decided the review of coordinators should take place earlier in the academic year and a suggestion was made to create a form the coordinators can use to file reports to the GEC. Montgomery said she would draft a form for the GEC to review at the January meeting.

VI. Adjournment. The meeting adjourned at approximately 1:45 p.m. by acclamation.

The next meeting is scheduled for January 17, 2019.

Respectfully submitted by Donna Smith, Catalog Editor/Curriculum Coordinator

Operating Procedures for Curricular Items

Section III. Item 3.

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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.