

GENERAL EDUCATION COMMITTEE MEETING
December 12, 2013
Minutes
MODIFIED

Attending:

Gail Fernandez, William Mullaney, Ann Brown, Denise Budd, Louis Crescitelli, George Cronk, Christine Eubank, Joshua Guttman, Gina Hermann, Takvor Mutafoğlu, Tracy Saltwick, Harriet Teredomos, Robert Walljasper

1. The meeting started at 12:35 pm.
2. The Committee voted to accept the November minutes: 8 – 0 – 0
3. General Education Pilot Assessment Project Update
 - a. We've received artifacts from a variety of depts.
 - b. Review: January 13, 2014, 9:30 – 5:00
 - c. Tentative Process
 - i. Norming
 - ii. Groups of 2-3 readers will review artifacts
 - iii. Each group will use one of the rubrics: critical thinking, creative thinking, and written or oral communication. They will review the artifacts for that specific outcome.
 - d. Tracy Saltwick will represent the Gen Ed committee
 - e. Observations will be shared at the Spring Faculty Conference
4. Middle State Standards of Excellence, Standard 12: General Education
 - a. No questions or discussion
 - b. The Chair and Vice President of Academic Affairs said that from the sessions they attended at the Middle States Conference, our assessment project is on target. It is collaborative which Middle States likes.
5. Discussion of Definition of Course Levels: Southern Illinois University Edwardsville, "A Proposal for the Definition of Course Levels"
<http://www.siu.edu/ugov/faculty/FinalLevelsDraft.pdf>
Highlights of discussion:
 - a. It defines levels without requiring prerequisites.
 - b. The NJ Transfer website shows course equivalency between colleges and universities. <http://www.njtransfer.org/>
 - a. Four year schools are tightening up
 - b. 60 credit maximum transfer
 - c. Some schools accept 100 level courses as higher levels.
 - c. A lot of our programs are "flat" – no 200 level courses:
 - a. Students are scared of them → low enrollment

- d. 2008 – 2009: Academic Officer Association and Presidents’ Council took charge of general education. They wanted them to be “Gateway” courses.
- e. Schools have different numbering requirements. We number our courses so that they can transfer.
- f. The document discusses academic rigor.
- g. Numbering doesn’t always make sense. For example, Developmental Psychology and Child Psychology are really introductory courses. However, Child Psychology is a 200 level course and Developmental Psychology is a 100 level course.
- h. Before we think about changing our numbering, we should ask ourselves, “Why do we want 200 level courses?” Is there a problem with the current numbering?
- i. Four year colleges don’t want students taking too many courses in their majors.
- j. We need to look at our “major” requirements and think about restructuring our programs.

6. Meeting adjourned at 1:15.

Submitted by Gail Fernandez