

General Education Committee Minutes: 10/29/2019

11 am – 12 noon, ASC 2082

Present: Victor Piercey (Director), Paul Zube (FNTFO), Mary Beaudry (COHP), Monica Frees (RSS), Rachel Foulk (CAS), Kathryn Wolfer (Senate Liaison). Khagendra Thapa (CET), Amy Greene (EIO), and Leonard Johnson (Academic Affairs)

Absent: Jacob Pollak (COEHS), Mari Kermit-Canfield (FLITE), Jimmie Joseph (COB), Angie Mishler (Academic Counselors), and Clifton Franklund (Assessment Coordinator)

1. Announcements

- Gen Ed Spotlight

Victor announced an intention to create “gen ed spotlight” articles on the gen ed website in order to highlight interesting teaching taking place in gen ed classrooms. It was suggested that we ask the TDMP capstone students to run a “program spotlight” on gen ed.

- Data Use Update

The data use group has a drafted philosophy of assessment that they plan to bring around to stakeholders for feedback. Some comments were offered by members of the group who were unable to make the last group meeting.

- Communication Plan Update

Victor shared that she and Amy discussed using 21st century skills as a framework for general education messaging. We were asked to make sure these skills are addressed broadly, framed beyond employability to include citizenship and lifelong learning.

2. Approval of Agenda

Approved unanimously.

3. Consent Agenda

- Minutes for 10/8/2019

Approved unanimously.

4. Proposals

- COHP 101 (Self and Society)

Operational definition: We added more discussion to our feedback for the subcommittee. One comment was that 80% seemed arbitrary and should be lowered to 70% or 60%. More generally, it was noted that the goal is to define what the competency should be, what students should be able to do, and less about a specific disciplinary category. This is really a “conceptual definition.”

FLOs: The committee voted unanimously that the course satisfied the FLOs, but noted that the course should address “ways of knowing” what we know about social systems.

Time on FLOs: The committee voted 6 to 1 that the course spent sufficient time on the FLOs, but noted that the course should provide systematic approaches that could be applied to any social problems.

Assessment: The committee voted unanimously that the course assessments were not appropriate for the general education outcomes. The committee did comment that the assessments are excellent assessments, but that they did not assess the general education outcomes well. More specifically, the committee expressed a desire that the assessments address systematic approaches to social problems that could be applied beyond the health care context. The current assessments are too discipline-focused for general education purposes.

Recommendation: Conditionally approve. The committee voted unanimously to approve conditioned upon making the adjustments to the course to satisfy the objections noted above, particularly the need to modify assessments so that they assess the use of systematic approaches to social problems that could be applied outside of the health care context. In addition, the committee recommends that the proposer consult with other disciplines in the College of Health Professions to achieve this objective. This recommendation is directed to the Associate Provost for Operations, who will make the final decision.

- READ 176 (Self and Society)

The committee began the discussion of READ 176, identifying the challenge that the course represents critical thinking, and as such represents a gap in our general education. It was noted that this course should be general education, but it was unclear whether it fit well into any

of the current competencies, while at the same time represented a prerequisite to all of the current competencies.