

Council on General Education

April 7, 2016

Thursday, 3:30pm

Location: Horrabin 60

QC Riverfront 2108

Spring 2016 CGE Membership

Marjorie Allison	Dept. of English & Journalism	(Humanities/Fine Arts)
Panakkattu Babu	Dept. of Physics	(Math/Natural Science)
Rumen Dimitrov	Dept. of Mathematics	(Math/Natural Science)
Krista Bowers Sharpe	Library	(At-Large)
K. O'Donnell-Brown	English	(Communication Skills)
Erik Brooks	Dept. of African-American Studies	(Multicultural)
Shavez Rosenthal	Student Government Association	
David Zanolla	Dept. of Communication	(Communication Skills)
Kyle Mayborn	College of Arts & Sciences	(Ex-officio, Dean's Council Representative)
Nancy Parsons	Office of the Provost	(Ex-officio, Provost's Representative)
Darcy Plymire	Dept. of Kinesiology	(Human Well-Being)
Jongnam Choi	Dept. of Geography	(Social Science)
Gary Daytner	Dept. of Educational Studies	(At-Large)
Keva Hibbert	Dept. of Economics & Decision Sciences	(Social Science)
Jeannie Woods	Dept. of Theatre & Dance	(Humanities/Fine Arts)
Michelle Yager	Advising Center	(Ex-officio, COAA Representative)

- d. Faculty Senate/Articulation Requests Dr. Marjorie Allison. Said no to three requests and yes to one

OLD BUSINESS:

Biology 200 assessment plan

- Biology has no preference for which goals to report. They have been reporting on all of them
- PK asks whether the knowledge assessment is given before or after the course. It is given after.
- Nancy asks for clarification on the goals they no longer are breaking goal four down into sub-goals, as they should
- Marjorie wants to know how you measure critical thinking on the T/F test they are given for assessment purposes. The answer is that some questions, though they are T/F require some reasoning. Sue points out how the questions measure the assessment goals of question four. She makes the point that the assessment tool is not used to measure the

generally well-educated student needs to understand what education (the institution of education) is.

- This would be the first and only Education class in gen ed
- PK wonders if the non-education major would be able to dedicate enough time or expertise to the tutoring assignment listed in the sample syllabus.
- Nancy makes the point that every section in a gen ed must teach the same outcomes, though they need not teach them in the same order or fashion. So, if the tutoring assignment is included in some sections, it must be in all sections.
- Marjorie says the syllabus must make it clear that students will have the opportunity to make revisions to written assignments. She also worries that the tutoring assignment would be daunting to non-education majors.
- David says that the readings seem more like a 300-level class than a 200-level class.
Wa Wonders if the gen ed student might be out of his/her level.
- Response is that the course used to be 300-level but was changed to 200-level during curriculum and program changes
- Rumen sees on the title page of the syllabus requirements that pertain directly to education students and definitively not to non-education students
- Marjorie says we will need a new syllabus to go to the Senate, if we pass the proposal
- Jeannie would like to see the syllabus before we approve the course. She also thinks that the course needs to be reimagined to decide how to meet the differing needs of education and gen ed students. She thinks it would make a contribution to gen ed, but there are concerns about how to meet the needs of both.
- Marjorie would like to see a justification for the field trip should perhaps not call it

their overall grade is also questioned. The defense is that the trip leads to a written assignment and reflection. Nancy is concerned that the rubric for the assignment is very much more involved than one for a gen ed class.

- Marjorie summarizes what we want in terms of the course request:
 - New syllabus
 - Clarification of the necessity of the field trip for the purposes of a gen ed class, not just the purposes of an education class
 - Clarification of language at the top of page 4, point 3.b
 - We would like the ESL tutoring assignment taken out or presented as an optional experience for interested students
 - Clarify which students under what conditions will need a background check
- Marjorie thinks that we need to clarify our instructions for the assessment goals
- For this class must every student submit to a background check, because there may be class activities that involve contact with children?
- Marjorie discusses what we want for the assessment plan. She is going to send them a better exemplar. She will also ask them to change their complex rubric to fit the expectations of gen ed
- Jeannie returns to the question of background checks. She thinks that if the field trip requires a background check, that tells us that the class is not a gen ed. Gen ed classes should not include that sort of requirement.
- The superintendent of the school has the complete discretion to decide whether or not the background check will be required. This is a serious impediment to the consideration of the class
- We will want to talk about the form and the website instructions for assessment

GOOD OF THE ORDER

PK announces a public lecture in Morgan 109 tonight at 6:00 pm

Motion:

Meeting adjourned at 4:38 pm

CGE will next convene at 3:30 p.m. on Thursday, April 21, 2016

Respectfully submitted,

Dr. Darcy C. Plymire (CGE Secretary)

