

FHSU General Education Committee

Minutes

Meeting Called by

Bradley Will, Chair

Date: Thursday October 11, 2018

Time: 3:30-5:00

Location: Pioneer Room, Union

Members

Douglas Drabkin (AHSS)

Marcella Marez (AHSS)

Jessica Heronemus (BE)

David Schmidt (BE)

Sarah Broman (Ed)

Kevin Splichal (Ed)

Trey Hill (HBS)

Glen McNeil (HBS)

Joe Chretien (STM)

Tom Schafer (STM)

Robyn Hartman (Lib)

Helen Miles (Senate)

Adam Schibi (SGA)

Cheryl Duffy (Goss Engl)

Tanya Smith (Grad Sch)

3:31 (1 minute) All members were present with the exception of Broman, Chretien, Duffy, Schibi, and Smith. Splichal was serving as proxy for Broman, and Schafer was serving as proxy for Duffy. Determined that a quorum was met.

3:32 (17 minutes) The committee considered how the outcomes for **objective 1.4: information literacy** are to be handled in the FHSU CORE program. The consensus was that they should be handled in the student's major, as part of a course that would require the student to develop a research plan, keep a research log, and produce an annotated bibliography. Considerable discussion went into wondering what should be done in the case of students enrolled in a major program that chooses not to require a course involving a research plan, log, and bibliography. McNeil expressed doubt that any major program would turn down this opportunity/obligation. But the committee wondered about it anyway. Would we need to develop a standalone research course? Would it be a 3-hour course? Marez mentioned in passing that the public speaking course, COMM 100, could handle these outcomes just fine, as students are required in that course to base one of their speeches on research, but this option wasn't given much consideration. No language indicating the committee's decision that the 1.4 outcomes should be handled in the student's major was drafted, and nothing came to a vote.

3:49 (55 minutes) Chair proposed dividing the committee into three sub-groups with special tasks: (1) to determine how many credit hours are required to satisfy the FHSU CORE objective, (2) to determine the policies governing the FHSU CORE courses, and (3) to determine the procedure for approving the FHSU CORE courses. It seemed to the committee that (3) can be set aside for now, (1) and (2) being the more pressing business. Instead of forming sub-

groups, the committee launched into a very complicated and hard-to-summarize consideration of several somewhat interdependent questions. Can more than one set of outcomes be handled in the same course? Should certain sets of outcomes be taught separately from the others? Should some courses be designated as the only courses that will be approved for assessing certain outcome-sets? Should some courses be required as prerequisites for other courses? Should some courses be corequisites of other courses? Should a cap be put on how many FHSU CORE outcome-sets are assessed through courses in a student's major? Can some outcome-sets be satisfied in courses of less than three credit hours? What would it mean to say that the FHSU CORE is a "45 hour program," say, when it could involve fewer than 45 credit hours of coursework or more than 45 hours of coursework depending on how students group their courses? Along with considering these sorts of questions, the committee noted that some of the outcomes are likely to end up handled exclusively by already-existing courses: 1.1-A.1 by ENGL 101 and 102, 1.1-B by COMM 100, 1.2 by MATH 101 or 110, 1.3 by INF 101, 3.1-A by HHP 200, and 3.1-B by FIN 205. But no motions were made, and nothing was put to a vote.

4:44 (2 minutes) Swamped by the scope of the task of formulating the rules necessary to operationalize the FHSU CORE program, a sub-group six committee members – Drabkin, Hartman, Heronemus, McNeil, Miles, and Schafer – agreed to meet prior to next Thursday to come up with (or begin coming up with) a consistent and rationally-grounded set of rules for aligning courses with the program's outcomes.

4:46 (4 minutes) Chair provided the committee with an informational handout indicating, in flowchart format, how course changes are made at FHSU. The flowchart differentiates three categories of change: (1) "new courses," (2) "significant course changes," and (3) "minor course changes." The committee was advised to be familiar with this terminology when formulating procedural rules for course approval.

4:50 Meeting ended. The committee will next meet on Thursday October 18 at 3:30 in Rarick 114.

Submitted by D. Drabkin, Recording Secretary

