

General Education Council (GEC)
Minutes – Monday, April 13, 2016

Call to order: The meeting was called to order by Dean Scoufos at 3:30pm.

Members present: Lucretia Scoufos (Chair), Brett Elliott, Glenn Melancon, Robert Howard, Wilma Shires, Jamie Knapp, Hal Poovey, , Brad Ludrick, Kathleen Hardgrove, Sandra Thomas, Ying Chou Lin, and Nathan Price (Student).

Guests present: Bryon Clark

Members absent: John Van Bebber, Margaret Avard, Crystal Jensen, Michael Reed, Marc White, Chance Wimberley (Student), Sheridan Shewbirt (Student).

Team Reports

Syllabi Team:

Wilma Shires reported for the Syllabi Team. She reported that the Mathematics and Social Sciences Departments had made the necessary revisions to their syllabi, the Department of Chemical, Computer and Physical Sciences asked for more information and are working on their revisions, the Department of Art, Communication and Theater are waiting until the new chairperson is in place, and she had not yet heard back from the Biology Department.

Courses Team:

No report at this time.

Outcomes Team:

Hal Poovey reported for the Outcomes Team. The team recommended that the Council send the new outcomes as written and revised to the Academic Council for possible approval. Glenn Melancon made a motion to do so, it was seconded by Jamie Knapp and approved unanimously.

Old Business:

The proposal to move towards a *Themed General Education* was untabled. Due to a lack of data supporting such a move, Hal Poovey moved that we no longer consider changing to a themed general education model. Glenn Melancon seconded and the motion passed unanimously.

New Business:

Glenn Melancon made the point that for some general education courses that we teach, there is only one qualified faculty on campus.

Bryon Clark asked for the Council's opinion about whether we believe a position such as Director of General Education is necessary or whether the GEC and its chair can achieve all that needs to be done in terms of general education. Pros and cons for each side were given. He said that having such a position may be necessary for accreditation purposes. We must also continue to assess our general education program and someone needs to be in charge of that and similar things.

Several council members requested that the council have in writing what the duties would be for such a position. Then an informed decision can be made.

Since this is the last meeting of the year, Dr. Scoufos asked each Team leader to send a report for the year to both her and Dr. Elliott to be attached to this meeting's minutes (see below).

The meeting was adjourned at 4:45pm.

Minutes by Dr. Brett Elliott

Team Reports for 2015-2016

Course Reduction Team Report

It was determined by the Course Reduction Team to pursue a conservative course with respect to General Education course reduction. Our criteria for a course being eliminated from the General Education course list were (1) the course is no longer offered and/or (2) the course is a duplication of another course offered. After examining the General Education course list our team found two courses that met our criteria for removal from the list. Under Science and Mathematics, one course was identified: PHYS 2015. PHYS 2015 was identified because it is no longer listed in the catalog and it has not been offered recently. Under Humanities, one course was identified: HUM 2453. This course was identified because it is not currently offered. Department chairs Tim Smith and Randy Prus were contacted and both concurred that the aforementioned courses should no longer be included in the General Education course list.

Syllabus Team Report

The Syllabus Team, Ms. Kathleen Hardgrove, Dr. Robert McFadden (replaced by Dr. Marc White), Dr. Mo Chehbouni (replaced by Dr. Margaret Avard), and Dr. Wilma Shires (leader), examined all of the general education syllabi for Fall 2015, looking for two items: a statement of objectives and a list of activities clearly related to those objectives. Very few syllabi lacked one or both of the items; however, a small number needed to be revised in the following departments: Biology; Chemistry, Computers, and Physical Sciences; Art, Communication, and Theatre; Math; and Social Sciences. Members of the Syllabus Team visited with the chairs of each of these departments to suggest the revisions. Wilma Shires conducted follow-up survey with each of the chairs in April 2016. Dr. Teresa Golden, Dr. Tim Smith, Dr. Charles Matthews, and Dr. Glenn Melancon confirmed that revisions had been made. Dr. Dell McLain said the Art, Communication, and Theatre Department will revisit syllabi at a later meeting when a new chair will be present. The Syllabus Team has met its goals and completed its task.

Outcomes Team Report

| Proposed Goal and Outcomes | Current Goal and Outcomes |
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| Communication | |

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| <p>The goal of the communication component of general education is to enhance the student's oral and written communication skills.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Construct (produce) oral and written products using American English with standard diction, grammar, and mechanics. 2. Compose effective written documents in the form of essays, journals, research projects, or other compositions. 3. Demonstrate effective speaking and listening skills to convey information in a logical and clear oration. | <p>The goal of the communication component of general education is to enhance the ability of students to effectively convey and receive information at the college level of competence.</p> <p>Communication Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. communicate ideas clearly and effectively using Standard Written English. 2. communicate ideas clearly and effectively orally using Standard English. 3. engage in writing as a process of critiquing, revising, and editing. 4. critically read a passage to gather information and develop an appropriate reaction to the content. 5. critically listen to oral communication to gather information and develop an appropriate reaction to the content. 6. communicate at a novice level in oral and written form in a language other than English. |
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Humanities

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| <p>The goal of the humanities component of general education is to explore the cultural heritage of humans.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze theories, competing explanations of events, behaviors, and aesthetics; 2. Construct logical arguments based on cultural and aesthetic artifacts. 3. Distinguish how different cultural perspectives and values affect interpretation of events and ideas. | <p>The goal of the humanities component of general education is to enhance the awareness of students of the cultural heritage of humans.</p> <p>Humanities Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. understand the diversity human experience through an examination of human cultures and/or artifacts. 2. evaluate current cultural and societal activities in light of their historical roots. 3. identify selected influential and representative scholarly, literary, and artistic achievements of the past. |
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Proposed Goal and Outcomes

Current Goal and Outcomes

Mathematics

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| <p>The goal of the mathematics component of general education is to recognize and communicate using quantitative symbols.</p> <p>Learning outcomes:</p> | <p>The goal of the mathematical or quantitative reasoning component of general education is to develop the ability of students to understand and apply mathematical abstraction.</p> <p>Mathematical or Quantitative Reasoning Goal--</p> |
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| <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Solve problems using principles of algebra and/or symbolic logic; and 2. Apply mathematical reasoning to solve and interpret mathematical formulas. | <p>students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. solve problems using the principles of algebra or symbolic logic. 2. apply mathematical reasoning to analyze and interpret quantitative information. 4. use and interpret mathematical formulas. |
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Sciences

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| <p>The goal of the sciences component of general education is to observe and evaluate natural processes.</p> <p>Learning outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Design an experiment suitable for scientific investigation, distinguishing between scientific and non-scientific explanations; 2. Interpret scientific formulas, graphs, and tables; and 3. Demonstrate a proficient knowledge of pure and applied science principles. | <p>The goal of the science reasoning component of general education is to promote scientific literacy in students.</p> <p>Science Reasoning Goal--students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. design an experiment suitable for scientific investigation to test a scientific hypothesis and interpret the results. 2. use the basic language of science. 3. identify the unifying principles of science and apply them to contemporary issues of science, technology, and society. 4. use and interpret formulas, graphs, and tables. 5. differentiate between scientific and non-scientific explanations. 6. evaluate the interaction between science and societal change. |
| Proposed Goal and Outcomes | Current Goal and Outcomes¹ |

Social and Political Institutions

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| <p>The goal of the social and political institutions component of general education is to investigate the development of social, political, and/or economic institutions.</p> <p>Learning Outcomes:</p> | <p>The goal of the social and political institutions component of general education is to promote an understanding of the forces that have influenced the development of social, governmental, political, and/or economic institutions.</p> |
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| <p>Students will able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate a major period or event in United States history 2. Discuss the origins, organization, and/or operation of the political systems of the United States of America. 3. Explain the processes of social and/or economic institutions in the context of local, national and global communities. 4, Explain the factors that shape individual and group behavior | <p>Social and Political Institutions Goal–students will demonstrate the ability to:</p> <ol style="list-style-type: none"> 1. critically evaluate at least one major period in history by explaining the factors such as political, demographic, geographic, social, cultural, and/or technological that influenced the thoughts and/or actions of citizens, immigrants, and indigenous people. 2. discuss the origins, organization, and/or operation of the political and/or governmental functions of the United States of America. 3. understand the origins and processes of political, social, and/or economic institutions in the context of a dynamic global community. 4. think critically about how individuals are influenced by current and previous political, social, economic, and/or family institutions. 5. understand the role of geographic factors in shaping today’s world. |
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