

**General Education Committee Meeting Minutes**  
**September 11, 2020 1:00-2:00 pm**

Attendance: Nick Cooley, Brandy Nielsen, Ethan Hawkley, Daniel Murphee, Denise Padilla, Laurie Walsh (Chair)

1. Walsh explained the general history behind the INT seminars.
2. Walsh explained that the Arts and Sciences division had voted to transform the INT seminars to transferrable courses.
3. Walsh presented a model for this task (see below).
  - A. The math core area is problematic due to the math requirements in all math courses.
  - B. Nick Cooley made the suggestion that a Math 300-level special topics might be the work around for this issue. Daniel was to speak to his department to consider the issue.
  - C. Walsh was exploring NSC math courses and located a 300-level special topics course there that could be adopted by math (this was done after the meeting)
4. The committee was made aware that this process should be easy and fairly quick as timeliness is an issue meaning the model and course proposals need to be read to go early this fall.
5. Representatives from the core areas were asked to consult with their departments for feedback on the model. Discussion of the model is expected at the next meeting.

Below is a draft version of the model:

**Bachelor's Degree General Education Program**

**Overall General Education Criteria**

General education courses at the upper-division level are designed to emphasize and promote critical thinking and analysis (not applied skills). Courses are developed and taught within designated disciplines in the humanities, mathematics, social science, and sciences with the goal of offering students an in-depth study of a select topic. Course inclusion within a core area is based on critical evaluation by relevant departments and faculty to ensure the general education objectives stated for each area are met, and that critical thinking and analysis are central features and assessed with writing, oral presentations, or another means of measurement.

Other considerations:

- General education courses are 300-level only. Within GBC 200- or 400-level courses cannot be substituted for designated general education courses. Substitutions for transfer courses are determined by relevant departments and faculty.
- All general education courses will have only the following prerequisites: Must have completed 40 or more credits and have completed ENG 102 or ENG 333 and MATH 120 or MATH 126 or higher, or AMS 310, or STAT 152.
- Appropriate departments formulate and approve learning objectives for each area and these can be modified after a 3 year period.

- Approval for course inclusion in a general education core area is decided by the relevant department in coordination with the General Education Committee.
- Individual bachelor programs are responsible for determining how many and what courses are taken within a baccalaureate degree.
- Semester scheduling of courses in a core area is the responsibility of the department.
- The assessment schedule for general education courses will be set by the corresponding departments in coordination with the general education committee.

### **General Education Core Areas**

For each area, a course must address at least 3 of the 5 general education learner objectives. Specific class objectives may differ but must be clearly linked to the general education objectives.

#### **Core Area 1: Humanities (Arts and Letters Department)**

Prefixes: ART, COM, ENG, HUM, MUS, PHIL, and THTR.

#### **CA1 Learner Objectives:**

- 1.
- 2.
- 3.
- 4.
- 5.

#### **Core Area 2: Mathematics (Math Department)**

Prefixes: MATH, STAT

#### **CA2 Learner Objectives:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Core Area 3: Social Sciences (Social Science Department)**

Prefixes: ANTH, CRJ, ECON, GEOG, HIST, PSC, and PSY.

**CA3 Learner Objectives:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Core Area 4: Sciences (Science Department)**

Prefixes: ATMS, BIOL, BOT, CHEM, ENV, GEOG, GEOL, NRES, PHYS

**CA4 Learner Objectives**

- 1.
- 2.
- 3.
- 4.
- 5.