

## GENERAL EDUCATION COMMITTEE

Monday, November 28, 2016

2:30-4:00, HUB 109

### Draft Minutes

#### Present:

Wendy Palmquist, Holly Oliver, Joseph Rino, Michelle Fistek, Dean Gail Mears, Corey Yelle (voting student representative), Mary Campbell (non-voting), Clarissa Uttley (non-voting), & Annmarie Conlon (faculty observer).

#### Absent:

Michael Davidson, Sandra McBournie

- Approval of Minutes from Nov. 14, 2016
- Update on Curriculum Committee actions affecting Gen Ed
  - Please see bottom of page or Moodle
  - Thank you to liaison Mary Campbell
- Sean Collins, Council of Chairs
  - Chairs are concerned about the consistency of internal general education requests
  - Pursuant to the Faculty By-Laws (Appendix A; Article XI; 7.a. on p. 15) the Gen Ed Committee will take on the responsibility for internal general education requests effective January 1, 2017 (I think; we need to confirm this at our next meeting)
  - Sean will communicate decision to the Council of Chairs
  - A subcommittee of the Gen Ed Committee will be determined at the next Gen Ed meeting; this group will review all requests and present to full committee electronically
  - Subcommittee will communicate with David Zehr and develop protocol for the approval process
  - The process will be as follows:
    - Student completes student request form with all required signatures
    - Student takes form to Registrar's Office
    - Registrar will send requests to Mary Campbell
    - Mary Campbell will forward to the Gen Ed Subcommittee
    - Subcommittee reviews and submits recommendations to the full Gen Ed Committee for approval

- If Subcommittee has questions, the request will be considered at the next regularly scheduled Gen Ed meeting
  - It is duly noted that timeliness is of utmost importance so the Gen Ed Committee will do online voting to expedite the process
  
- FYI:
  - **Melissa Ulery** is the new **Transfer and Articulation Specialist**; she is from Undergraduate Admissions and now responsible for:
    - Evaluating courses taken by transfer admits at other institutions when they are admitted to PSU
    - Answering inquiries from people who are interested in transferring to PSU
    - Creating and annually updating 2+2 and transfer agreements
  - **Mary Campbell** and **Sharon Zec** are responsible for all other transfer requests and are responsible for:
    - Approving and Processing Transfer Credit Request forms for PSU students taking courses off-campus, full-time or part-time
    - Managed through the Registrar's Office
  
- Gen Ed/FYS Working Group updates turned into confirmation of plans for Nov. 30<sup>th</sup> faculty gathering
  - Gail will give a full overview and will submit a PowerPoint draft for all to read
  - Breakout groups are to provide faculty the opportunity to share ideas and ask questions
  - Four groups (see planning document in Gen Ed User group for discussion/question ideas):
    - Gen Ed-Joey will facilitate; Elliot will take notes
    - Themed Gen Ed-Michelle will facilitate; Cathie will take notes
    - FYS-Mark & Holly will facilitate; Nick & Annette will take notes
    - Curriculum Committee-?
  - All group notes will be posted on the share drive
  
- Other:
  - Gail shared President Birx's position re: FYS & clusters
    - FYS should come from specific clusters
    - An FYS could be endorsed by multiple clusters
    - FYS is an entry way to Cluster/Interdisciplinary thinking
    - Deciding students will work with academic success coaches to figure out a good Cluster fit

- Ownership of the curriculum should be shared between the administration and the faculty; we ought to work together to come to common ground
- General Discussion led to a determination that there was a conflict of philosophy; some comments:
  - We don't see it the same way
  - Should not be an approach to help you narrow your areas of interest
  - We should not align FYS with any particular cluster
  - Who has control of the direction we are moving in? The President or the faculty
  - Online recruitment videos make it appear to applicants that they can come in and make their own decisions about what they are going to do; the present discussions are not in congruence with marketing materials
  - President Birx needs to be "in the room" to hear our concerns
  - What does it really mean for a student to come into a cluster?
  - We've been forced to put our programs into a specific cluster that may not necessarily align with program requirements
  - We understood this to a more flexible approach and yet it doesn't seem to fit right now
  - If I were put into a particular cluster with my major, I would be presented with conflicting options
  - Is program identification with a particular cluster merely for administrative purposes?
  - Perhaps we could work toward a philosophic compromise down the line, but for now let's get going with an innovative FYS for the fall of 2017
- Gail will speak with President Birx and get back to us\*\*
- Expressed need for an FYS January session for professional development and date should be determined before the semester is over so people can plan in advance
- FYS Working Group is meeting on Monday, Dec. 5<sup>th</sup> @ 2:30
- Gen Ed Working Group is meeting on Monday, Dec. 12<sup>th</sup> following the Gen Ed Committee meeting

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Gail spoke with President Birx following our meeting and sent the following email on Tues., Nov. 29<sup>th</sup>:

*Don, Cynthia, Robyn and I met after the Grad Faculty meeting yesterday and I had a subsequent conversation with Mark. After discussing the concerns raised in our meeting yesterday afternoon, we concurred that it was most important to develop and implement first year seminars that incorporate a challenge; open lab, and introduction to the clusters and that it was less important that first year students come into a cluster-based FYS. While we still are concerned about what it will mean for a student to enter a cluster, and hope that this can be reconsidered in the next phase, we agree that faculty members'*

*sense of engagement with the development of FYS seminar in the new vision is more important than using the FYS as the entry into the clusters. This next year will give us all a better sense of how this initiative will unfold.*

*A prime concern for us involves increasing FT faculty involvement in the FYS. We want to initiate a plan that resources faculty to do this work over the spring and summer and to develop a cohort of "FYS seminar fellows" who can be the leaders in bringing the new FYS vision to life. We of course want to discuss this idea with all of you. Robyn will plan to come to the next FYS group meeting on December 5th to discuss this option.*

**Next meeting: December 12, 2016!**

Curriculum Committee Updates:

November 21, 2016

FROM: Mary E. Campbell, Director of Curriculum Support

SUBJECT: Actions of the Curriculum Committee That Affect General Education Courses March 22, 2016

"On April 5, 1994, the General Education Committee voted to empower the *Catalog* editor to continue General Education status when course number and/or cross-listing changes for bureaucratic reasons, as long as the course is at the same level." (Page 36 of 1986-2005 *General Education Handbook*)

<b>Course/General Education Designation Committee</b>	<b>Change Approved by Curriculum</b>
CM 3650 Communication Research Methods (QRCO)	change level to 4000; new course number is CM 4650
FR 1015 Fundamentals of French I (DICO)(GACO)	change title to French Language and Culture Studies I
FR 1025 Fundamentals of French II (DICO)(GACO)	change title to French Language and Culture Studies II
FR 2030 Intermediate French I (DICO)(GACO)	change title to French Language and Culture Studies III;
prerequisite	change course description; change
FR 2040 Intermediate French II (DICO)(GACO)	change title to French Language and Culture Studies IV;
prerequisite	change course description; change

FR 3030 Advanced French (GACO)(TECO)            change title to French Popular Culture and Technology

2016-17 Course Descriptions

FR 2030 Intermediate French I

Enhancement of French skills. Bridges the gap between the beginner and the student who is capable of functioning at the advanced level. Aims at improving all the skills of the language learner: listening, speaking, reading, and writing. Conducted in French. Falls. Prerequisite(s): no more than 3 years of high school French, or 1 year of university first year French.

FR 2040 Intermediate French II

Continuation of FR 2030. Conducted in French. Springs. Prerequisite(s): FR 2030 or equivalent

2017-2018 Course Descriptions

FR 2030 French Language and Culture Studies III

Continued study of the language and cultures of the French speaking world. Appropriate for students who have had the equivalent of 1 year of French at the university level or 2 years of high school French. Conducted in French. Falls. Prerequisite(s): 1 year of university level French or 2 years of high school French.

FR 2040 French Language and Culture Studies IV

Continued study of the language and cultures of the French speaking world. Appropriate for students who have had the equivalent of 1 years of university level French or 2 years of high school French. Conducted in French. Falls. Prerequisite(s): 1 years of university level French or 2 years of high school French.

FYI:

ANDI 1200 Artifacts, Customs, and Fossils: Study Human Through Anthropological Perspective (SIDI) – approved as a course

CHDI 1800 Chemistry for a Sustainable World (SIDI) – approved as a course

DNDI 2100 Empowering Youth Through Movement (CTDI) – approved for second experimental offering for Spring 2017

ER 2000 Introduction to the Early Childhood Profession (WRCO) – course deleted  
October 21st

HIDI 1350 Medieval Legacies in Our Modern Era (PPDI) – approved for second experimental offering for Spring 2017

LLDI 2300 Comedy and History in Foreign Film (PPDSI)(GACO) – approved as a course