

General Education Committee

Meeting of April 20, 2010

In Attendance: Dr. Maurice Eftink, Dr. Glenn Hopkins, Ms. Mary Harrington, Ms. Kate Kellum, Dr. Ivo Kamps, Dr. Ivo Labuda, Dr. Charles Gates, Dr. Sarah Blackwell, Dr. Jeanette Martin, Dr. Jay Garner, Dr. Amy Mark, Dr. Robert Cummings

Absent: Dr. Rich Forgette, Dr. Paul Lago, Dr. Stephen Monroe

1. Recommendations regarding the gen ed/core for the proposed Bachelor's in General Studies. The General Education Committee was asked by the Provost to provide input regarding the general education/core curriculum to be required for the proposed BGS degree. Dr. Eftink gave an overview of the proposed BGS degree. The Committee reviewed the IHL core curriculum requirements, the University's general education goals, and the gen ed/core requirements for all other majors.

The Committee discussed having a flexible gen ed/core for the BGS, which must include the IHL 30 hour core and should also address the University's general education goals.

The IHL 30 hour core satisfies the University's general education goals regarding written communication skills (Engl 101/102 or Liba 102) and mathematical skills (Math 115, 121 or higher). While no votes were taken, it seemed that most members of the Committee were comfortable with the notion that critical thinking skills and ethical reasoning skills would likely be developed in the required components (e.g., three minors or three concentration areas) for the BGS degree. The Committee discussed whether to require Spch 102/105 or Bus 271 to fulfill the oral communication skills goal. While such a course would satisfy this goal, there was concern about the required faculty resources for these speech courses and concern as to whether the University could provide such courses to our off-campus locations.

The Committee discussed whether the proposed BGS should be limited to non-traditional students or be open to traditional main campus students. The Committee discussed how the gen ed/core needs, or the way that the core competency learning skills are achieved, might be different for the non-traditional versus the traditional student. For example, older, non-traditional students with experience in the workplace might have more of a need to develop technology and information retrieval skills, whereas younger, traditional students might have more need to develop oral communication and ethical reasoning skills.

As a possible way to assess whether an individual BGS student has satisfied appropriate general education goals, a suggestion was made to create a procedure, which might be formalized as a course, in which the BGS student is required to prepare, for approval by a committee, a dossier that demonstrates how he or she has fulfilled the

various learning skill competencies (writing, oral communication, mathematical, critical thinking, and ethical reasoning skills). There were concerns about the resources needed for such a procedure.

While not asked by the Provost to comment on the general purpose of the BGS degree, the General Education Committee was more comfortable with the design of this program being primarily for non-traditional students, as compared to traditional students.

2. Reference manager software. Dr. Mark briefly reported that a Citation Management Software Committee is reviewing various reference manager software packages, for possible adoption by the University.

Submitted by

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Glenn Hopkins
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