

**General Education Meeting Minutes
Weds., Jan. 18, 2012, Leadership Room**

Attendees:

Voting members: Margaret Baldwin (ARTS; TPS); Beth Daniell (HSS; English); Tom Doleys (HSS; Political Science); Amy Howton (HSS; HPS); Matt Laposata (CSM; Biology); Timothy Mathews (COLES; Economics); Noah McLaughlin (HSS; Foreign Languages); Huggins Msimanga (CSM: Chemistry); Sandra Parks (ARTS; TPS and Dance); Jan Phillips (HSS; Communication); Terry Powis (HSS; Anthropology); Nancy Pullen (HSS: Geography); Tom Pynn (HSS; Philosophy); Gail Scott (HSS; Psychology); Kristen Seaman (ARTS; Visual Arts); Bruce Thomas (CSM; Mathematics); David Thompson (UC; First Year Programs); Chris Totten (HSS; Sociology).

Guests: Joe DeMaio (CSM; Mathematics); Leigh Funk (EIM); Keisha Hoerrner (FYP Dept.); Thierry Leger (HSS College); Tom Pusateri (CETL).

Other Non-Voting Members: Val Whittlesey (Academic Affairs).

The meeting was called to order by Val Whittlesey. Members were reminded to sign the attendance sheet. There was a review of the Nov. 16 meeting minutes. David had an edit that the "s" be deleted from "Communications" in the "GE Assessment Update" section. There was a motion to accept the minutes with that edit, and there was a second. Motion passed by voice vote.

General Education Video Project

Margaret Baldwin indicated she and Dale Suffridge (the Instructional Designer for the project) are working with the Theatre and Performance Studies improvisational students on the Odyssey Tale. Margaret needs examples of classroom situations representing the various general education disciplines for the video, and she asked faculty to please send ideas to her. The plan is to have the video ready in April/May for the KSU Orientation sessions.

SACS Meeting Update: Change in SACS Principles of Accreditation

Leigh Funk outlined the changes to the SACS Principles of Accreditation that relate to General Education.

SACS Comprehensive Standard 3.5.2 (OLD LANGUAGE):

The institution identifies college-level general education competencies and the extent to which graduates have attained them. (College-level competencies)

SACS Comprehensive Standard 3.5.2 (NEW LANGUAGE):

The institution identifies college-level general education competencies and the extent to which students have attained them. (General education competencies)

For 3.5.2, the new language gives campuses freedom to assess students during the general education program, during the senior year, or some combination of both. KSU's plan of using course-embedded assessment of specific general education courses for direct evidence of student learning and using NSSE data during the senior year for indirect evidence of student learning fits with the new 3.5.2 language.

SACS Meeting Update: General Education Rubrics

Tom Doleys indicated that he received a wonderful packet of rubrics for a variety of general education knowledges and skills at a SACS pre-workshop. Tom will work on collecting and organizing rubrics, so that they are available for KSU's general education faculty.

General Education Assessment: NSSE Data

Tom Pusateri, Tom Doleys, Leigh, and Val summarized their December, 2011 meeting with Jennifer Priestley, Director of KSU's Center for Statistics and Analytic Services. Jennifer is currently analyzing KSU's 2011 NSSE data. Item #11 corresponds to KSU's general education learning outcomes. Jennifer has indicated that she will analyze item #11 of the 2005, 2008, and 2011 KSU NSSE data for us.

General Education Assessment: DACs

Tom D. indicated pilot assessments for Core Area A (English) and Core Area E (Political Science) are going well. Tom indicated that pilot assessments for Core Area B (Communication, Foreign Languages, and Philosophy) and D (Visual Arts, Music, Dance, and Theatre/Performance Studies) will commence in fall, 2012. He asked GEC members to ask the departments represented by these disciplines to please determine their DAC representative this spring. The roles and responsibilities for the DACs are outlined in the meeting materials. Also, as mentioned in that powerpoint, DACs will be compensated for the two years of their work (10% of their academic year salary for two summers).

Tom D. also indicated that he and Val had a successful meeting with Charles Amlaner, VP for Research/Dean of the Graduate College. If DACs require graduate students to assist them in evaluating student work, there will be two models: 1) paying of graduate students hourly during the summer or 2) hiring of a Graduate Research Assistant (GRA) for a semester or an academic year. Tom cautioned that departments/colleges deciding on a GRA should make sure they have enough work for the GRA.

Val also reminded the group that an IRB proposal will be submitted to cover all presentations and publications of Gen. Ed assessment data. So those selected as DACs will be asked to complete the IRB training, so they will be covered under the IRB proposal.

1st Review: MATH 1190 (Calculus I)

Bruce Thomas indicated that MATH 1190 is currently listed as a course option in Core Area D, but this proposal is to also list it in Core Area A. The reason is a lot of new KSU freshmen are well-prepared for MATH 1190 upon their first semester in college, and they come to KSU not needing to take MATH 1113 (Pre-Calculus) or an equivalent course during their first semester. Listing MATH 1190 in Core A allows these students the option to start with MATH 1190. Most other USG institutions list MATH 1190 in both Core Area A and D.

David Thompson indicated that the course description sounds as if students are required to take a Mathematics three-course sequence when that is not the case. This should be revised.

There was a motion to accept MATH 1190 in Core Area A for a first review, and there was a second. The vote was 18 (yes) and 0 (no).

1st Review: MATH 1195 (The Strategy of Games, Voting, and Decision Making)

Bruce indicated that MATH 1195 is proposed as a new course in Core Area D. This new course will give the students taking MATH 1190 in their first semester (in Core Area A) an option for their second Mathematics course (in Core Area D). MATH 1195 is designed to show the applications of Mathematics, and many colleges/universities offer this course, including UGA.

Beth indicated she liked the course, and some English majors may want to take it.

There was a concern about the prerequisites listed, specifically MATH 1101. Since students who take MATH 1101 sometimes are not mathematically strong, would taking that course prepare them adequately for MATH 1195.

Tim noted the syllabus indicates that very little of the course is devoted to games, but the course title seems to suggest that games is a major part of the course.

Joe DeMaio, who designed the course and will be one of the faculty teaching it, indicated that he will look at the course title and prerequisites prior to the Feb. GEC meeting.

Val indicated that if MATH 1190 and 1195 are approved by the GEC, UPCC, and Provost, they will need a review by the USG Mathematics Academic Advisory Committee and the USG General Education Council. So she asked Bruce and Joe to please place the MATH 1190 proposal on the Gen. Education new course proposal form.

There was a motion to accept MATH 1195 in Core Area D for a first review, and there was a second. The vote was 14 (yes) and 2 (no).

General Education Mission Statement: Since the meeting went beyond 5:00, Val indicated that the discussion of the General Education Mission Statement in the undergraduate catalog can be tabled to the Feb. GEC meeting. Val asked the GEC to

please read the General Education section in the undergraduate catalog for the next meeting.

The meeting was adjourned.