**General Education Program Review Ad Hoc Committee**

*Friday, October 2, 2015*

3:00 p.m.

Thomas Edison (Lee) Campus: AA-177

Collier: M-201

**Minutes**

**Attendees**: Professor Don Ransford, Dr. Eileen DeLuca, Dr. Rebecca Harris, Dr. Amy Trogan, Dr. Brian Page, Professor Jane Bigelow, Dr. Wendy Chase, Dr. Lisa McGarity

The committee approved the minutes from the July 29 and August 5 meetings.

Don gave an update from the Curriculum Committee’s review of the proposed General Education competencies. One concern was raised regarding the use of the word “and” in some of the competencies. The Curriculum Committee member wondered whether the use of “and” (rather than “and/or”) may cause disagreement among Curriculum Committee members when approving course syllabi. Members of the GEPR committee discussed the issue and concluded that instead of adding “and/or” to the competencies, there could be an indicator in the verbiage preceding the competencies to provide clarity.

Committee members shared the response to the proposed General Education competencies from across departments. Most departments were generally supportive of the new competencies and the plan to indicate primary and secondary competencies in the syllabi. It was reported that some departments are moving forward to work on revised syllabi and/or learning outcomes. It was noted that the Science department question the use of punctuation in the draft of the competencies. Since the competencies are written as fragments, they question the use of a period at the end.

After discussion, Lisa McGarity moved to approve the competencies. Rebecca Harris seconded the motion. The committee approved by voice assent to move the competencies and syllabi structure forward to the curriculum committee.

The committee discussed a concern brought forward by the Humanities/Fine Arts department. The department is moving forward to revise their student learning outcomes (SLO’s) and would like to align them to the new General Education competencies. They would like to assess the new learning outcomes next year; however, the timeline would prevent them from implementing the new General Education competencies. Don shared that changes to SLO’s are an information item only, and the Humanities/Fine Arts department could move forward to make these changes to be implemented for Fall 2016. They could then assess their new SLO’s through course-level assessment. They could have already mapped the new SLO’s to the new General Education competencies, even though the General Education competencies would not be implemented until Fall 2017.

Due to the general supportive response to the General Education competencies, the committee discussed possibly advancing the timeline slightly, so that professional development could begin in Spring 2016. Also, those departments that feel ready to move forward could begin syllabi revision activities in Spring and possibly Summer 2016. All syllabi would be taken through curriculum committee by Spring 2017 to be implemented in Fall 2017.

Don led the committee in a discussion of the goals for the GEPR committee in 2015-2016. Possible topics to review this year:

* Part A and Part B General Education requirements
* Adding a Capstone course that would include a final assessment of achievement of the General Education competencies
* Foreign Language requirement and appropriate paths for students with dyslexia
* Writing intensive courses
* Professional Development as related to understanding, teaching and assessing the General Education competencies

The committee discussed ways to best ensure consistency among Writing Intensive courses. Members suggested more training may be needed so that Writing Intensive course faculty are employing best practices in creating assignment guidelines and supporting student writing across disciplines. The idea of a “Writing Intensive Course Coordinator” or “Writing Coach” was discussed. The position would provide support and training to faculty, facilitate cross-disciplinary conversations about best practices and possibly engage in monitoring compliance to the standards for Writing Intensive courses.

Committee members were tasked with envisioning the scope and make-up of a proposed standing committee representing the General Education Program.