

University General Education Committee Meeting  
October 3, 2018  
4 p.m.  
HCC 310

Present: Nicole Crowder (CAS; chair), Brooke DiLauro (CAS), Lance Gentry (CoB) Chris Musina (CAS; secretary), Kelly Perkins (CAS), Farhang Rouhani (CAS), Rita Dunston (ex officio), Tim O'Donnell (ex officio), Debra Schleaf (ex officio), John Morello (ex officio), Brian Ogle (ex officio)

Not Present: Marie Sheckels (CoE)

Meeting Began: 4:04pm

1. Minutes from September 17, 2018

Approved as submitted.

2. Courses for re-evaluation for general education credit  
a. Student submitted course for QR credit - denied

b. Student submitted course for NS or EL credit - denied

3. General Education Course Proposal

a. HISP 100 - HES

Alteration of the numbering led students to sign up for HISP 100, upon recommendation of advisors. We are considering this course in that light.

- Course Approved as HES Gen Ed for Fall 2019.

- The committee would like clarification to address the issue of the retroactive HES designation for students enrolled in course Fall 2018 semester.

4. Alumni Survey Results Discussion

The committee looked over and discussed the Alumni Survey results - Classes of 2017/2018.

From these results, there was discussion about how we talk to students about the Gen Eds, and how we explain what they are and what they do. The general approach to advising leads advisors to suggest students get Gen Eds out of the way and get major pre-reqs done. We, generally speaking, rarely focus on electives. How do we guide students to take Gen Eds that they might be surprised to find are interesting

to them? How do we balance Majors, Gen Eds, and Electives? Students particularly had frustrations with language and science requirements.

Another take away from the survey was that students had a strong interest in workforce training and financial literacy. Could there be a 1 credit course in Career Prep, with a focus on financial literacy, job skills, interview skills, etc.? This would come down on the College of Business, and it was said that the CoB would support this measure. It was also noted that courses in other departments do integrate these types of life skills into the course work as well.

In regard to prepping for the real world - there are courses that students feel do not apply in their post UMW life. In discussion of wording, it was noted that maybe we consider a concise statement, broader basket categories: "you will learn critical thinking - here is the list of courses that do that..."

We discussed that there are issues with the existing categories, and that courses are not always equal in effectiveness of implementing the goal of a Gen Ed requirement. A few questions from the discussion - do we split the Gen Eds into these two camps - foundational (proficiency) and transformative (exposure)? What about 300 - 400 level coursework outside of the major? Do we want to explore responsible citizenry?

The committee will further address these questions, and look at some ideas, philosophies and categories during the Oct. 8th meeting, which will seek to address these questions:

- a. what are the goals for our general education?
- b. how can these goals be expressed from the perspective of what the student will learn via general education (rather than just what will be offered)?
- c. what is the desired size of a new gen ed program in terms of (a) the number of categories and (b) the total number of credits required for the whole package?
- d. how much choice should there be in each category - do we want a small range of different courses that meet a requirement, a "medium" amount of choice, or lots of options?
- e. should gen ed requirements/courses be at the lower level, the upper level, or a mix?
- f. should gen ed courses be based on a content or an inquiry focus?
- g. should gen ed courses be "runway into the major" type courses (like PSCI 101) or should they be interdisciplinary and not count in any given major (like the W & M program)?

- h. should the gen ed program be based on course requirements only or should there also be proficiencies that might be mastered either by courses taken or test score results or prior work (like the amount of HS credits in a language, for example)?

Meeting Adjourned: 6:10 pm