

University General Education Committee Meeting Minutes
March 11, 2019
4 p.m.
HCC 111

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

Absent: Rita Dunston (ex officio)

Meeting Began: 4:06 pm

Business -

Minutes from Feb 13th 2019
Approved as submitted.

Student Exception requests -

1. Student had credits for HES, and more, but not a Social Science course. Had other courses that would fit if they had been designated.

Request approved

2. Student was looking for NS credit for EESC 111/112, actually took 110, 111.

Senior check sheet may have been confusing.

Request approved by vote 6 for, 1 against

The committee then discussed other proposals, rationales, etc. as pertaining to the Gen Ed Revision. The committee first discussed the meeting with the CAS Chairs. The committee looked at their proposed ideas, and discussed what might work and what we could incorporate into our proposal. The CAS Chairs' general idea, was to make 4/5 overarching categories and, within the disciplines that fit the category, any 100 or 200 level course would satisfy the requirement. There may be issues with how that would be assessed. The CAS Chairs also felt that 1 outside of the classroom experience was sufficient.

The CAS Chairs also brought up the idea (around the same time we started to discuss this as a committee) of setting the language at 201. The CAS Chairs also proposed the idea of allowing students to take Gen Eds as Pass / Fail.

While we need to realize we are getting the opinion of the CAS Chairs, it does not necessarily mean that it is the opinion of whole depts, we came away thinking it was a good discussion and that we aren't that far away.

The Committee further discussed documents from the chairs and notes from the meetings. The CAS Chairs version suggested making FSEM WI & SI and truly meeting both, which may be a tall order for a first year student. The committee discussed this option in detail, positives and negative, and decided to leave the FSEM as 3 credits, as it currently exists, and changes are at the hands of the FSEM committee.

The committee discussed the possibility of renaming the tripartite divisions, and banded about some alternatives, adjusting some of the terminology for the proposal.

A committee member wanted to discuss the Language requirement further, and so the committee brought it back into conversation. The data showed a split in the faculty, 50% preferring 201 and above, 50% preferring 102 or below. The position of the CAS Chairs, which was concurred with the previous committee meeting's discussion was seen as preferential to the 50% who wanted 201 and above. However upon further discussion the committee agreed that this is compromise is between those two positions, when taking into account that Phi Beta Kappa needs intermediate proficiency, the recommendation from the CAS Chairs that we allow Gen Eds to be taken Pass Fail, and including high school credit, along with other measurements of proficiency.

The committee decided that, based on the CAS chairs proposal, and the distribution of courses, that the ALPA and ALPP should be collapsed into an Arts and Literature Category, rather than creating a more expansive Creative Process category and moving ALPA into a category with Humanities courses. There was discussion on the balance of process and appreciation, and the need for the category to focus on literature, the visual and performing arts specifically.

The committee considered the amount of SI and WI in first year courses, considering its place as a Foundations course in our proposal. We also discussed the tripartite divisions and the possibility of moving more courses into a bigger category.

In the meeting with the CAS Chairs the idea of moving the Career Readiness proposal into the Beyond the Classroom category came up, however that does not work with the BTC learning outcomes. The biggest issues going forward are the support and resources for BTC and Digital Intensive (Fluency). For BTC, there are possible issues with faculty workload and uncompensated time, as well as the fact that almost 70% of students would need to find another BTC course.

It can be hard for some students to take more BTC, but there shouldn't be too much issue with the amount of opportunities, we will probably have enough. The committee decided to table BTC for today - there might need to be some pass arounds, and relief for faculty doing these things from the deans and provost. UMW needs to make the commitment.

The committee then discussed the proposed Global and Diversity requirement, looking at options of combining, and having two separate, quantity of courses. If this is ATC then a Methods course could count as a Global Course, etc. The committee looked at options and

thought about how it would work. If this were to be ATC, we would possibly need a separate committee to work on this or it could be more in line with EL. We discussed how this could effect our transfer articulation agreement, and that it would have to be rewritten. There was unanimous support for 2 ATC, but that could be an issue as we need to lower the total number of Gen Ed reqs.

We could reframe the 30 minimum, but we need to be sure to fill the 30 credits for SACS. A thought was maybe BTC could count for at least 1 credit Satisfactory/Unsatisfactory, making it at least 2 credits. The committee also discussed raising the additional optional general courses, but stuck with 2. Talked about the Sophomore /Junior Seminar and how that fits with the credits, or how it could. We want to make sure our top number is lower than what we had, while our low number is over 30.

Meeting Adjourned: 6:07