

General Education Committee Meeting

167 Lake Ontario Hall

Minutes of 11/4/2024

PRESENT: Hsiao-Ping Chen; Phyllis Curtiss; Dori Danko; Brian Drake; Firas Hindeleh; Maya Hobscheid; Katelyn Lowman; Rajvardhan Patil; Joel Schut; David Vessey, Chair; Janet Winter

ALSO PRESENT: C. “Griff” Griffin, Director, General Education; Felix Ngassa, AVP of Academic Affairs; Jennifer Cathey, General Education Office Coordinator

NOT PRESENT: Beomkyu Choi; Dennis Malaret

Consent Agenda

- Approval of today’s agenda
- Approval of minutes 10/14/24

Chair’s Report – Chair met with EDF 215 assessors about the warning to discuss the problems. Assessor is confident she can make the next CAR acceptable.

Director’s Report – Our Graduate Assistant is converting the Diversity Report to Tableau from SAS. We have used categories of White and BIPOC. We have expanded this to White, BIPOC – one race, BIPOC – multiple races, and International – No Race. The current Knowledge rubric has the following scale for ratings 0-4:

4 = Advanced Understanding

3 = Basic Understanding

2 = Substantial Progress toward a Basic Understanding

1 = Very Limited Understanding

0 = No Understanding

Director proposes we change 1 to Limited Understanding and 0 to Very Limited or No

Understanding. It is hard to believe a student has no understanding at all. Members agree that there is likely some amount of understanding.

Action Taken: P. Curtiss moved to changed levels 1 and 0 as proposed. J. Winter 2nd.

Motion carries 10-0-1.

Provost Office Report – Digital Literacy Task Force is meeting tomorrow to discuss a draft survey that will be sent to all units. The hope is to send surveys out by the 18th of November with a 3-week turnaround to respond. The Task Force will inform the Digital Literacy Committee and make a plan of action to move forward.

New Business

- Review and Discuss CARs
Members discussed CARs that they had concerns or questions about.
- Updating examples of Integration and Problem Solving assignments
Faculty are asking for more examples of assignments that relate to Integration and Problem Solving from existing GVSU courses across disciplines. Chair asked members to look at Issues CARs to see if there are good examples we could ask the faculty member to share.

Curriculum

- ENG 304: Teaching International Literature for Children and Young Adults (Log# 12780) – Add to Cultures – Global Perspectives and Issues – Globalization
Amendment – Add Junior standing prerequisite. Change WRT 150 prereq to “completion of Foundations – Writing. Explain in more detail how this course teaches about globalization or think about adding the course to Identity instead. Delete information about OC and CT and just put in N/A. They need to use an assessment other than Oral Presentation for the Knowledge Outcomes. Ensure that the problem solving assessed is that of the GV students and not just the K-12 students.

Action Taken: J. Schut moved to ask for amendment as discussed. D. Danko 2nd. Motion carries 11-0.

- ENG 334: Children's and Adolescent Multicultural Literature (Log# 12781) – Add to Issues – Identity
Amendments: Junior standing and foundation writing prereq. Make it clear that is a collaborative writing in the syllabus of record. Use something other than group presentation for the assessment of problem solving

Action Taken: D. Danko moved to ask for amendment as discussed. B. Drake 2nd. Motion carries 11-0.

Adjournment – 4:06 p.m.