

**2018-2019 General Education Committee (GEC)
Final Report**

Committee Members:

- Amanda Bao, CET
- Rebecca Edwards, COLA
- Helen Timberlake, COS
- Ben Steele, GCCIS
- Elizabeth DeBartolo, KGCOE
- Linda Bryant (fall); David Lawrence (spring), NTID
- Qian Song (fall); Quang Bui (spring), SCOB
- Sylvia Perez-Hardy, ICC chair
- Andrew Herbert for Jamie Winebrake designee, Deans
- Elizabeth Hane, Faculty Associate, General Education, Provost's Office
- Leah Bradley, Office of Educational Effectiveness Assessment
- Sarah Thompson, CAD, co-chair,
- Kristen Waterstram-Rich, CHST, co-chair

With few exceptions, the GEC met weekly to carry out its responsibilities. Below is a summary of the outcome of the work of the work.

Continual Charges based on D1.0 –

- Review general education (GE) courses learning outcomes and assessment
- Audit/review of GE student learning outcomes and courses.

The number of courses reviewed by the GEC for general education and perspective designation and review immersion proposals 2018 – 2019 are provided below.

- Courses reviewed 70
- Courses approved: 64
- Courses pending: 4
- Immersions reviewed 4
- Immersions approved 3
- Immersions pending 0

Carryover charges: Continue the audit/review of GE student learning outcomes and courses.

The audit continues, however, this item noted above was listed as a carryover charge, yet it is a perpetual charge as is the review of courses to determine GE designation or perspective status, and the review of proposed immersions. The charge should not have been considered a “carry over charge.”

New Charge: Review policy regarding immersions to determine if the policy/definition should be changed to support the inclusion of alternatives to the three-course model, such as the single 9-credit course from SOIS.

The committee did not recommend changing the immersion policy to accommodate a single nine-credit course as an Immersion for the reasons below.

- A grade below a C in a nine-credit course would result in a negative effect on a GPA from which it would be difficult for a student to recover.
- Withdrawing from a nine-credit course would have a significant impact on student access to financial aid and campus housing, and is a substantial setback to progress toward degree.
- Although student advising and support had been available as gatekeeping for a pilot program, this type of oversight is difficult to scale up to the university as a whole
- There are alternatives to the suggested configuration of a single nine-credit hour course, including the current practice.

The Academic Senate supported this decision.

After review D1.4, the GEC proposed the following edit:

Students achieve deeper learning in a focus area by completing an Immersion, consisting of a minimum of ~~a set~~ of three related general education courses in a theme or ~~discipline~~ **field totaling at least nine credit hours.**

This proposed change achieves the following:

- reflects original intent of the general education framework.
- reflects current practice in the implementation of the framework.
- recognizes that not all courses are three credit hours, e.g. science courses with laboratories
- provides latitude to encompass interdisciplinary courses.

The Academic Senate approved the proposed revision.

Future Charges

1. Continuation of GEC responsibilities as in D01.0. (if this has to be stated)
2. Update the guidelines for the processes for course and immersion submission and review. Once guidelines are completed, they should be posted on the GEC website where they are accessible to faculty and administrators. Things to consider including in the guidelines: Instructions for form completion; whether the GEC needs to review revisions to courses already approved for GE status; how to request removal of GE status; process for Immersion updates.