

**General Education Committee
Minutes**

January 28, 2002

Present:	Mark Hardt George Benedict James Nowlin Dan Zirker – <i>ex-officio</i>	Randall Gloege Michael Dennis
Absent:	Barbara Zuck Squy Wallace – <i>excused</i> John Cech – <i>ex-officio</i> George White – <i>ex-officio</i> Janie Park – <i>ex-officio</i>	Randy Rhine – <i>ex-officio</i> Joe Michels – <i>ex-officio</i> Curt Kochner – <i>ex-officio</i>
Presiding:	Mark Hardt, Chair	

Mark Hardt called the meeting to order at 3:41 p.m. in CEHS 216.

I. Example of Chart Filled Out – Michael Dennis for BIOL 101 (and lab BIOL 115)

Dr. Dennis noted that he tried to be very general with his statements about his course, but it is actually easier to be specific and give examples from his course. It was cited that specifics and examples are probably what Northwest will want anyway. They want us to “prove” that the students are learning.

It was noted that faculty will not fill in the matrix consistently. This committee will have to go through each one and make sure the blanks are filled properly, which will be very time consuming. Perhaps we should trust that the faculty know what they are talking about and we need not edit.

It was also noted that Northwest will want tangible, measurable things for outcomes in the blanks in the matrix.

It was cited that we want to make something simple and easy to use, so the faculty will fill it out, and it will leave a legacy that is easy to follow for those who will take our places on this committee.

Creativity was noted as missing from the matrix. It was noted that creativity comes at the “end” of this process. It is synthesis. Students should learn appreciation of others’ art before they create their own.

II. Mission Statement

It was noted that the Gen Ed Program needs a new title and an objective/purpose.

Core Curriculum and Distribution (versus Concentration) were suggested as new names for Gen Ed.

A plan was suggested where students could take discipline-specific courses, such as NAMS 181 or BIOL 101, or they could take new integrated courses, such as SCIN 101, 102, and 103. Students concerned with transferring credits will want to take the discipline-specific courses, and students who want to take a risk (and possibly have their Gen Eds not transfer) can take the integrated courses. However, they do not have to take all integrated, or all discipline-specific courses.

These students who do not transfer would then have the option of taking upper-division Gen Ed courses, possibly resulting in a minor. These courses would be more targeted, such as a course like The History, Art, and Culture of Ancient Egypt.

It was noted that integrated courses are preferable, but are difficult and expensive to create. However, the opportunity to create them should definitely be left open.

It was noted that courses that are 300 or above should be just that, for juniors and up. Freshman should not be able to take 300-level Gen Eds.

It was also noted that one of the reasons we have so many courses offered in Gen Ed is because faculty get tired of teaching the same thing all the time. If integrated courses are offered, that will likely be all that faculty member teaches.

It was stated that even 100-level courses for freshmen should be taught by our very best. Whether that is a Ph.D. or a part-time faculty member does not matter, just that the faculty member is well qualified to teach that course.

The meeting adjourned at 4:58 p.m.

Respectfully submitted, Rita J. Rabe Meduna