MINUTES
General Education Committee
November 11, 2013
2:00-3:30pm
Alumni Gallery

Members present: John Blondell (Chair and Professor of Theatre Arts), Michelle Hardley (Secretary and Registrar), Wayne Iba (Professor of Computer Science), Tatiana Nazarenko (Dean of Curriculum and Educational Effectiveness), Rick Pointer (Professor of History), Debra Quast (Director, Library and Information Services)

Absent:

Others present: Mark Sargent (Provost), Jim Taylor (Senate Liaison and Professor of Philosophy)

I. Opened with Prayer

II. The minutes of the October 24, 2013 meeting were approved

III. Discussion on Current and Future Issues Related to the GE – Mark
Mark presented a vision for some of the possible futures of the GE and the GE Committee. He has tried this year to give organization and direction for the various caretakers of our assessment efforts. He has also worked to emphasize the importance of language in assessment. Not everything can (or should) be an “outcome” which then has to be measured. We need to be judicious in what we label as outcomes so that our assessment efforts are not overwhelmed.

Mark is comfortable with the GE committee having stewardship of the GE program. He considers the GE committee to be a group of people with an interdisciplinary view of the educational landscape. We should be a committee focused on the broader vision of the educational program, not just focused on the procedural details (such as course approvals). We are stewards of the college’s common educational goals.

With this vision there has been an attempt to map the WASC, institution and general education outcomes. Tatiana, Mark and John will get together and look at the initial map. They will then put together a proposal for the entire committee to discuss.
IV. **Revising Reasoning Abstractly Certification Criteria**

Jim provided a bit of background on the development of this issue and how the proposal that he is bringing is bigger than just the inclusion or elimination of MA-005 from the Reasoning Abstractly GE requirement.

His proposal is to eliminate the word “deductive” from both the Student Learning Outcomes and the Certification Criteria from the Reasoning Abstractly area. This would allow a broader interpretation of the types of reasoning that could be used within a course, and possibly the more formal inclusion of “critical thinking” to this area.

After initial discussion, a decision has been postponed until the next meeting for reflection and more conversations with the Mathematics department.

Respectfully submitted,

Michelle Hardley
Registrar