

**General Education Committee**  
**October 28, 2019**  
**Minutes**

Present: Cynthia Pengilly, Teri Walker, Michael Braunstein, Becky Pearson, A.I. Ross, Shaffer Claridge, Joshua Buchanan, Carey Gazis, Karisa Terry, Victoria Flanagan, Michel O'Brien, Gail Mackin, Mike Gimlin, Lizzie Brown, and Greg Lyman.

Absent: Tim Hargrave, Maura Valentino, Christopher King, and Bernadette Jungblut.

Guest(s): Jen ?

Meeting was called to order at 3:12 p.m.

A.I. moved to approve the October 21 2019 minutes with the clerical revisions. Josh seconded and motion was approved.

Chair update - Becky talked about some of the potential changes to ENG 100T courses and the possible implications it can have on Academic Writing I (AWI). Students may hold off taking it until the fee is removed next fall. Students could run into issues with the credit holds. A.I. indicated that English department has been told that 100T will be going away next year and will be distributed into the ENG 101 course. There are currently, no specific details. Becky met with Dan Martin, the Writing Program Administrator in English, this morning to talk about the strategic initiative grant. They are thinking of proposing a year-long institute on writing and sub critical reading skills as a student retention initiative. Dan has expertise in writing across the curriculum. Becky indicated there are some college in the high school issues arising.

184 rules around holds – This was postponed to a future meeting.

When are courses part of the GE program? The committee talked about when a course becomes part of the General Education (GE) program. Policy indicates that courses only become effective as part of the GE program in fall quarter. The committee talked about the possibility of putting blanket substitutions into place until next fall. There are approximately 200 students in the new General Education across the colleges who are close to graduation and are in need of a culminating experience course. Currently there are only a few sections of CWU 400 offered winter/spring quarter. Josh moved to not allow the substitution of CWU courses not currently accepted to the GE Program, with the exception of 300/400-level courses being petitioned for the capstone category. Students may petition to allow a 300/400-level course as part of their major that is capstone course equivalent during the FY2019-20 academic year, prior to registration. Michael seconded. Shaffer moved to postpone the motion until the next meeting. Karisa seconded and motion was postponed to the next meeting. Cynthia asked to have a spreadsheet available with information about the CE courses for winter and spring quarter, such as which courses are planned to be offered, the pre-reqs, whether students outside of the major be allowed to take the course, whether there are online courses available, and whether more sections of CWU 400 be offered.

Committee moved into subgroups at 4:14 p.m.

## **Curriculum and Assessment Subcommittee**

The committee talked about proposal review.

Student petitions

Teri moved to approve the reviewer recommendations as presented to either approve or deny the student petitions, with the exception of GEOL 140 and BUS 301 and review BUS 301 for K2 rather than a specific course. Cynthia seconded and motion was approved

Cynthia amended the motion to approve or deny with the exception of BUS 301 and review as K2 and not a specific course. Teri seconded and amendment was approved.

Michael moved to approve 10-28-19.2 BUS 301 with the removal of equivalent to LAJ 102, and will be approved for K2: Creative Expression, P1: Civic & Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing. Teri seconded and motion was approved.

Meeting was adjourned at 5:30 p.m.

### **GECEM Sub-Committee Meeting (10/28/19)**

Long discussion began about a possible standardized grading schema for general education courses. A.I. compiled several examples of schemas from several departments in a document, and noticed that many of them deviated greatly from each other (especially in the A ranges). A.I. suggested that this schema could (and should?) be applied to not only the PADstone courses, but also Academic Writing courses, and maybe to each course within every (pathway x knowledge area) grouping. A.I. also included university requirements, syllabus checklists, and a recommended grading scheme. It was pointed out that other universities have standard grade ranges associated with specific letter grades, but CWU apparently does not.

Discussion shifted to the benefits of implementing a standard schema. Victoria emphasized how this would be helpful for the students as a way of communicating expectations, reducing ambiguity, and making it clear what each letter grade truly represents. Michel also mention research suggesting that implementing a schema increases retention! Discussion then highlighted the possible pushback this measure might receive from faculty. Shaffer stressed the need to use evidence-driven arguments in our communication. Additionally, there could be certain departments or classes that have accreditation requirements that revolve around certain grading schemas. The committee thought it best to get faculty feedback, specifically asking faculty what grading scale they currently use and why. A.I. agreed to put a survey together, compiling questions and evidence from the other committee members. This survey could then possibly be administered by the graduate assistant (GA) assigned to the GE committee.

The committee then shifted focus to the upcoming Majors Fair. Karissa agreed to put together a general information sheet including contact information and possibly the GE framework. There was conversation about the pathways-specific materials that will be available (e.g., should they be similar or unique to each pathway, what information should be included, should courses be listed, etc.). The committee members decided to put together their own materials at their own discretion, with everyone uploading what they have to the shared folder for all to access. There

was also brief discuss about the need to rent laptops for our table (as highlighted by Karissa), and the possibility for a competition for undergraduate students to redesign the GE materials. The issues were left for next week's meeting.

Karissa agreed to meet with the representative from Jostens about the pathway cords for graduation. It was mentioned that the cords would need to be approved by the Commencement Committee, but little concern was expressed and the assumption was that the cords would be approved.

Brief discussion occurred about the message being formulated about the enrollment caps for the PADstone courses. A.I. provided feedback on the message Shaffer wrote, and Shaffer plans to make the appropriate edits possibly bring the message before the full committee next week.

Meeting adjourned at 5:07pm

Action Items:

1. Create survey to get feedback on possible standardized grading schema
2. Prepare materials for the upcoming Majors Fair
3. Finalize message to send to faculty/deans/advisors about PADstone enrollment caps
4. Follow-up on advising & graduation cord issues