

**Approved on October 15, 2024: Motion to Approve: Peter Wiles; Second: Stephen Lucas**

General Education Committee Minutes from the meeting of Mon., 4/15/24

2:30 pm

Library Dean's conference room and ZOOM

PRESENT: Nora Heist (chair), Kevin Anderson, Amanda Harvey, Stacey Knight-Davis, Stephen Lucas, Jeannie Ludlow, Jeff Snell, Chigozirim Sodeke, Tim Taylor, Rashmi Thapaliya, Peter Wiles GUEST: Ed Treadwell, Chemistry

MEETING CALLED TO ORDER at 2:30

I. approval of minutes of previous meeting: 4/1/24

Lucas moved/Taylor seconded

II. Heist: reminder to all committee members please to look at the draft one-page for Math in the Sharepoint folder and suggest revisions

III. presentation by Dr. Nora Heist, Basic Course Director, public speaking

COMM 1310G and 1390G

course proposals redone in 2019 and 2021; current course redesign within DWF initiative  
imp of IAI: the course has 17 student learning objectives, defined by IAI; course focus and goals are pretty standard for public speaking courses across the US  
materials: syllabus is created for grad student instructors by Basic Course Director; other faculty who teach it create their own syllabi (many are similar to the shared syllabi)  
speaking and learning data: DW / no credit; high no-credit rate is partially from when a student misses one of their required speeches (using the IAI processes)  
no consistency re: w/nc rates and patterns of instructor type

general questions from the committee

A. what is your vision of general education from the perspective of these speech courses

B: central values related to the courses?

C. what sort of support would you need from campus to improve your general education offerings?

D. specific questions from committee members

q: how much of the skill/organizational focus overlap with English Composition?

q: SWOT?

q: how do you handle the real fear of public speaking?

IV. presentation by Dr. Ed Treadwell, Chair of Chemistry

overview of the courses and scheduling, labs are separate; honors versions; CHM 1040G

is a non-science majors or for students who had no chem in HS; transitioning from one lg lecture section to smaller lecture sections (ref. new nursing program); CHM 3025 is lecture-only;  
all the courses work toward gen ed learning goals (not so much speaking; writing more in some than others)  
DFW rates  
math test for placement--students are told, if you cannot do this math, perhaps you should wait until you have these math skills...  
purpose is self-recognition for students to decide for themselves if they belong in the course--we do not drop the students from the course

general questions from the committee

- A. what is your vision of general education from the perspective of Chemistry?
- B. what sort of support would you need from campus to improve your general education offerings?

C. specific questions from committee members

- q: second semester course in sequence not general ed?
- q: how do your class sizes compare to peer institutions?
- q: lab space/tech quality?
- q: self-placement assessment--where would students be sent?
- q: chem coordinator's role in relationship to faculty?
- q: speak to the diff levels of the courses
- q: SWOT?

V. committee debrief

- resources
- gen eds for the people who aren't going into a field
- gen eds for the majors aren't really gen eds...
- begs the question: what is the point of gen ed?
- efficiency model

meeting adjourned at 3:39 pm

next meeting: Mon., 4/22/24, 2:30 pm, with Physics and English Composition

Minutes respectfully submitted,  
Jeannie Ludlow