

January 18<sup>th</sup>, 2012

General Education DRC Meeting

Meeting Minutes

PRESENT: Ugur Abdulla, Monica Baloga, Catherine W. Cook, Veronica Giguere (co-Chair), Maria J. Lavooy, Joel Olson, Matthew Ruane (co-Chair)

The meeting opened with a discussion directed by MB that proceeded as follows:

MB: Global competencies are the result of the Internationalizing the campus committee (ICC) formed at the direction of the President for the purpose of increasing global competencies. MB will share these competencies at the core level. The goal is to make this pervasive within the academic program. MB has done some legwork regarding global competencies. MR: There was some feedback from Humanities dept. MB: Bob Fronk worked with just a handful of faculty to come up with the current version. Don't need to make sweeping changes to these competencies. But there may be room to include some of the global issues. MB doesn't see these competencies being included at every level. However, they could get included in some of the competencies. MB wants us to look at these and provide feedback. If we can include some without making sweeping changes, perhaps that's where we start. MR: It's all fine and well to include humanities requirements, but we need resources to be able to make it happen. MB: If we are going to include these items regarding our core competencies, then we will need to be able to assess whether it's effective. ML: There already exist many questionnaires that will assess an individual's understanding of global issues. MR: We don't have any classes regarding Native American culture even though we have 6 or 7 Native American students. Another problem is that many degree programs are so full, they don't have space available for humanities electives. MB: I was just wondering what existing courses might approach these global competencies. MR: I'm not sure how much of the global issues are included in our core courses. Our core course content hasn't changed for a decade or more. This raises the question: should it change? MB: Our core is not unique. Many schools use very similar core courses that we accept in transfer. MB is less concerned with the courses than she is regarding whether the transfer classes meet our competencies. VG: (in answer to a question) The current core competencies are included in Florida Tech's 2005 *Reaffirmation Report*. These competencies themselves require revision (you can't assess "understanding"). UA: What is the expectation of us regarding the global core competencies - do we need to implement them? MB: No, it's just to see if we can include in any of our current core courses. UA: Does the university want us to implement this? If so, we need to implement new material in existing courses or new courses. MR: We really can't include new required courses since most degree programs are already pretty tight. This would eliminate the ability of students to take humanities electives which would "gut the Humanities Department" since the number of humanities electives offered would have to decrease. Spanish is very popular since it's perceived as easier than other humanities electives. Currently, there is discussion of requiring at least two semesters of foreign language to receive credit for it. MB: The global competencies may be beyond the purpose of this committee. ML: Need to assess early in their college career and again at the end (pre-test and post-test). MB: We really want to know simply where it is today. MR: Will send a note off to Dr. Kenkel to find out about this - since much of it has already been addressed. Also, faculty tend to push back on requirements that don't benefit them directly. MB: Is this (putting great importance on global competencies) really the way we want to go as a campus? Global

issues are included in our mission statement. Also, it's not clear that this committee is the place for determining if the campus wants to go this way. ML: It should be in our mission, since if we don't graduate globally oriented individuals then we have failed. But also, how do we assess these? They are difficult to assess. VG: A pre-test would fit well into the University Experience course. It can be done for a grade and it can be tracked. VG will check to see if something like this can be included in UE. MB: We might take this on for a QEP effort for SACS accreditation. If this truly is slotted for implementation, the QEP is where it should be done. MB thanked the committee for letting her take up its time. She then excused herself from the meeting.

No meeting minutes from last time.

### **Old Business**

MR: We were tasked with revision of the guidelines. Also we were considering what courses would meet the competency requirements. We already knew which courses many of the competencies would be measured in. Also, the math placement test could be given as both a pre-test and post-test for assessment. Three areas are still unknown as to which courses would assess those competencies - "Understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world" and "Understand structures and possibilities of the human community through study of the social sciences". The second is the bigger problem (the first will be covered by CHM 1101), because we couldn't identify a single course that most students would take and would assess the social sciences competency. Is there any one course that would assess that, and would include a majority of students? ML: Intro Psych - over 100 students total. All psych majors have to take that, and many non-majors take it. It's a very diverse course. VG: If we don't have an appropriate sample size, it may come out in the 3000/4000 level courses in each major. JO: this is the opposite of what we are trying to do here (that is, to find courses that most students already take, and already test the competencies). (Agreement). MR: Is there a way we could revise the competency in order to have it included in one of the more common classes? UA: This is the minimum competency, so it really shouldn't be in a higher level course. VG: Many engineering courses will include ethics, etc. MR: suggest Dr. Rosiene sit in on our committee since he handles the COM 1101/1102 assessment. MR: We need to have a report to the provost (Dr. McKay) by April. We need to get the report to MB by April 1st.

### **Action Items**

MR: Provide material for how to assess first two (writing and historical knowledge) based on what is already being done in humanities. Also will send out the GA Tech core competencies to the committee.

UA: How the math test will include the math portions of the comps as pre/post tests.

JO: Will explore how CHM1101 could be used to assess the natural science core competencies.

VG: Will determine how the computer technology competency will be assessed in existing courses.

ML and CC: Will look at the social sciences competency, either to rephrase the competency or to consider which existing course meet the competency.

**The next meeting will be held in the same location (6<sup>th</sup> floor of Crawford) at 2 pm on February 1<sup>st</sup>.**