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USF St. Petersburg Faculty Senate Committee:  
General Education: Meetings

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10-26-2016

## General Education Committee Meeting : 2016 : 10 : 26

General Education Committee

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**Meeting of the General Education Committee**  
**Wednesday, 26 October 2016 9:00am – 10:45**  
**Dav 100, Dean's conference room**  
**Minutes**

- Committee members
  - Morgan Gresham, chair (CAS--English)
  - Hugh LaFollette (CAS--Philosophy)
  - Adrian O'Connor (CAS--History)
  - Kathy Carvalho-Knighton (CAS--Chemistry)
  - David John (CAS--Biology)
  - Deanna Michael- (COE)
  - Rick Smith (KTCOB)
  - Tony Stamatoplos (Library)
  - Cyndie Collins (*ex officio*, Academic Advising)
  - Michelle Madden (*ex officio*, Institutional Effectiveness)
- Cyndie Collins (*ex officio*, Academic Advising)- unable to attend
- Liz Southard, graduate student assistant to General Education- unable to attend
  
- Approval of Minutes from 9-23-16 Meeting
  
- **Old Business**
  - develop a website of the following materials: 1) the official mission and charge of the GE committee, as well as the GE Philosophy; 2) the history of the GE program and its revision in light of the Florida state legislature's reform of general education requirements; 3) GE area SLOs; 4) a clear presentation of how GE courses and areas will be reviewed (one area each academic year), of what will be included in the review process, how it will proceed, and when its results will take effect.
  
  - Identifying concerns with scheduling of Gen Ed courses
    - a. Who schedules Gen Ed courses for each department?
    - b. Expected number of Gen Ed courses?
    - c. Assessment duties
    - d. What role can/should committee play in scheduling and planning?
  
  - develop a process for review, recertification, replacement of General Education courses that will include substantial and sustained work on the process of assessing GE courses and areas, on developing a coherent and well-considered process of meaningful review, recertification, and replacement of GE courses, and on designing an implementation process and timeline for the findings in each year's reviews.
    - During last meeting, GEC agreed that one GE Area per year should be reviewed with Fall semester focusing on an internal self evaluation and the Spring semester focusing on external discussion including participation from outside the GE Area under review.

- Structure of the review, recertification, and replacement processes need to be defined
- Schedule of GE Area reviews needs to be defined (Mathematics nominated as first to be reviewed during the 2017-2018AY)

- **New Business**

- Assessment Day Planning
  - General Information:
    - November 18, 2016 in the Harbor Hall Community Room
    - Two Sessions: Morning- 9:00 to 10:00 and Afternoon- 12:00 to 1:00 (registration for sessions via a doodle poll: <http://doodle.com/poll/pvg5pudxa6c8772n>)
    - Committee Members should register to attend one of the sessions, if available
  - Proposed Questions for Discussion at Assessment Day:
    1. What is the place of General Education in the MAP?
    2. What is the place of exit courses in the MAP?
    3. How can we improve the assessment process for General Education and exit courses?
  - Vote on Flyer for Assessment Day (see attachment for choices)
- Establish when the GEC will begin accepting new Gen Ed Course and Exit Course applications
- Address concern regarding the language of the Student Learning Outcomes (SLOs) associated with the Natural Science GE Area and how Chemistry can assess student competencies via these SLOs. Should adjustments be made to the USFSP specific SLOs?
  - State Mandated SLOs:
    - NS1: Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and use the scientific method to explain the natural world.
    - NS2: Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.
  - USFSP Specific SLOs:
    - NS3: Students will communicate in writing the examination of scientific observations, hypotheses, or models, to include quantitative analyses and relevance to societal issues.