

GEN ED MINUTES 9/16/22 APPROVED

Committee Members

ARHU	First Year Comp	Math	HEWE & Professional Programs	SCEN	SOSC	COM & WLang	Faculty Chairs (optional)	Adjunct	Staff Members	Student Rep.	VP of Academics
Andrew Winters	Karen Palmer (Chair)	Amanda Atherton	Jason Ebersole & Brandelyn Andres & Gillian Troxel	Becky Brulet	Tara O'Neill	Curtis Kleinman	Curriculum: Liz Peters SLOA: Bill Swenson	OPEN	Advising: Tania Sheldahl Ashley Burkhardt Assessment: Sarah Southwick	SGA Rep: Kyleigh Thompson	Diane Ryan

In attendance: Andrew Winters, Karen Palmer, Amanda Atherton, Jason Ebersole, Brandelyn Andres, Gillian Troxel, Becky Brulet, Tara O'Neill, Liz Peters, Tania Sheldahl, Ashley Burkhardt, Sarah Southwick, Kyleigh Thompson, Diane Ryan

Missing: Bill Swenson (optional)

Agenda

Welcome-

- Kyleigh is student member, new to General Education Committee, and introduced herself.
- The committee introduced their names and roles within the college

Approve August Minutes-

Tara motioned to approve the meeting minutes. Mandi second. The committee voted to pass the minutes unanimously.

Membership Update: Only one open spot—Adjunct Rep

- Thankful to all faculty to join the Gen Ed Committee
- If anyone knows an adjunct that wants to be a part of the committee, please ask them to contact Karen.

New Business:

1. Charter Vote: Teams and e-mail votes: 7 yes, 1 no, 1 abstain.

- a. 9 votes in total, according to votes, it is approved per electronic vote.
- b. Specify in charter whether elected or appointed – Part of Academic Primacy, need to be elected by faculty. Honor vote of College Council, redundant to be in charter. Non-academic members are appointed by supervisors.
- c. Previously Gen Ed members were selected by faculty - vote or volunteer. Karen stated will resume this practice in the spring semester.
- d. Andrew motions that the committee puts the charter as written in place and review after one year. Jason seconds. Motion approved.

2. Joani Fisher: BS Bus update

- a. Dr. Fisher joined to provide a basic update on BS. Business degree.
- b. DBG approved the Business degree with a concentration in Organizational Leadership and Management in the spring. Work happened throughout the summer and now reaching out to groups to get feedback.
- c. Joani shared a draft of the General Education Requirements. HLC requires that we have 30 credits, we will be requiring 31 due to Math and Science requirements. Also has space to accommodate upcoming AGEC changes.
- d. The degree is based on already established 75%-45% or 90%-30% degrees - Basing on articulation agreements with state universities and conversations with HLC. Reviewed across other states that can also offer bachelor's degree, also not offering upper division courses.
- e. Two Gen Ed courses: Business Ethics course and Business English course.
- f. How will courses to be offered? All 8-weeks, all online, and all OER.
- g. What degree level do the faculty have to have? HLC states at least a M.B.A State has few limitations. Our goal is 25% of faculty will have upper-level courses.

Business BS Course Progression

1. Students may transfer in other General Education Classes unless specified.
 2. Students MUST have completed the Business Bridge—ACC 131, CSA 126, BSA 131, BSA 237, ECN 236 or equivalent before starting upper division level classes.
 3. Students may substitute upper division level classes as lower division electives if not already part of their degree path. Allowable upon completion of all prerequisites and general education requirements.
 4. Transfer students may have over 120 credits. The Business advisor can assure they are following the best path.
 5. Transfer students must start year pot 81 year thrid
- h.
- i. Joani invites GE members to reach out and meet with her if she has questions.
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- j. We have submitted the new program application to HLC and there will be another HLC visit on December 12th and 13th. Dr. Fisher shared information from HLC regarding Gen Ed curriculum:

The institution must consider both its general education and program review processes. An institution's general education program defines what it means to be an educated person and it helps students to develop their own values and to appreciate better the values of others. General education also assists students in developing competencies in the areas of communication, critical thinking, problem-solving, qualitative and quantitative reasoning, research, and information literacy.

____ Does the institution have a plan for how the proposed program will impact the program review process? **Program Review Committee**

____ Does the institution have a current philosophy and conceptualization of general education? **General Education Committee**

____ Does the institution clearly and publicly articulate its philosophy, purposes, and goals for general education and ensure that its program of general education aligns with its mission and degree levels? **General Education Committee**

____ Has the institution considered a revised/expanded philosophy and conceptualization of general education with the addition of a baccalaureate degree? **General Education Committee**

____ Has the institution considered the expansion of student learning and articulation of any new outcomes for general education with those of the baccalaureate major? **General Education Committee**

____ How will program substance and rigor be maintained over time? Here, planning should be devoted to the process and timeline for program review and evaluation of program effectiveness. **Program Review Committee**

- k.
- l. Curriculum is being designed and will be submitted to the Curriculum Committee on 09/30/22. A total of 27 courses will be submitted.
- m. Plan is to launch Fall of AY23/24.
- n. Dr. Ryan invited GE Committee to join the 4-Year Degree Taskforce if interested.

3. 100/200/300/400 level document

- a. Additionally, Dr. Fisher shared work from the summer differentiating between the 100, 200, 300, 400 levels. The summer team used the 100-200 level definition established during the Gen Ed Committee's work last year. The team kept it extremely broad to allow for multiple programs to be able to use it.
- b. One of the issues that Gen Ed Committee came across is that there is not a lot of consistency across 100-200 courses. There are 200-level courses that do not have a pre-requisite course. Historically, 200-level courses used to need pre-requisites, currently it is about 50-50 across general Education courses.
- c. There is a precedent for recording recommended courses in the prerequisite area.
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- d. Discussion ensued around the document. There was a suggestion to add leveling and context within definitions. We currently do not specify level and context.
 - e. Tara motions that Gen Ed takes the leveling as it with the addition of the one sentence - *that do not require previous experience or knowledge of the subject and are often introductory and survey courses* - and revisit in the year to identify if need to make changes. Becky seconded. The motion passes.

Gen Ed Definition from Fall 2021: *Yavapai courses provide content at different levels of knowledge and skill. Developmental courses (below 100-level) generally cover pre-college-level competencies and prepare students to take college-level courses; First year (100-level) courses generally cover competencies that do not require previous experience or knowledge of the subject and are often introductory and survey courses; and Second-year courses (200-level) generally cover competencies for which some previous experience or knowledge may be desirable. A 200-level course has a prerequisite course, a focus on middle to upper-level outcomes based on the YC adopted Blooms Taxonomy, OR is determined by articulation standards in the discipline to be a 200-level course.*

- 4. **Update on new AGECE:** Call went out for ATF reps.
 - a. Call went out and many faculty responded. If you responded, you will receive some communication soon. It will be decided by September 20th.
 - 5. **HLC Update:** Please attend Assessment session and Forum $\frac{3}{4}$ if you can!
 - a. Karen sent out an invitation to the Assessment session and Open Forums for Criteria 3 (which involves a lot of Gen Ed).
 - 6. **Gen Ed Assessment this year:**
 - a. E-mails going out next week to faculty.
 - i. Sarah pulled all of the students. Karen is going to wait until after the HLC visit to send out the emails to all of the faculty who have students tagged for SciLit and Diversity.
 - ii. Discussion ensued around the best assignments for Diversity. As this is the first time assessing these outcomes, the committee will be taking a baseline in diversity and scientific literacy and reviewing all of the assignments submitted to advanced additional conversations.
 - b. Sarah: looking at the list of courses that teach critical thinking during assessment day to keep everyone on the same page.
 - i. We will share list of courses out at October's meeting for Gen Ed representatives to send out to our representative areas and assist faculty in deciding which courses teaching and assess critical thinking.
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To Do (Tabled):

- Identify all degrees, including AAS, and make sure Gen Eds are being assessed.
- Update processes in the Assessment plan to match current process-in process
- Revise Written Communication—communication, world languages (not on the plan), computers? – Have 3 different rubrics that fall under 'communication' – oral, written, languages? Could digital literacy fit here? Item for next Fall Assessment Day Discussion.
- Add Critical Thinking lists to next agenda.

Adjourn:

