

General Education Committee Meeting

Minutes 3-10-2025

Members in Attendance: Brett Bruner, Natalie Delacruz, Sally Fiscus, Linnea Glenmayer, Julie Henderson, Brittany Lockard (Chair), Angie Paul, Carolyn Shaw, and Jan Wolcott

Absent: Samantha Corcoran; Gina Crabtree, Josh Mallard; Sandy Sipes

APPROVAL OF MINUTES

- It was moved and seconded to approve the minutes from the 12-9-24 meeting. Approved 7-0.
- ***REVIEW OF MATERIALS SUBMITTED FOR ANNUAL REPORT TO THE FACULTY SENATE***

First Year Seminar Report:

There was positive growth in the number of students feeling positive about their FYS courses. Comments include students

- wanting to take a course in major instead of FYS,
- comments about the homework load
- in the fall, students wanted more sharing and discussion,
- liked career exploration and confirmation of majors
- library resources positive
- more confident in critical thinking, writing
- Similar comments in Spring, except students phrased more sharing as more community building

LIBRARY REPORT: HOW THE LIBRARY IMPACTS FIRST YEAR COURSES

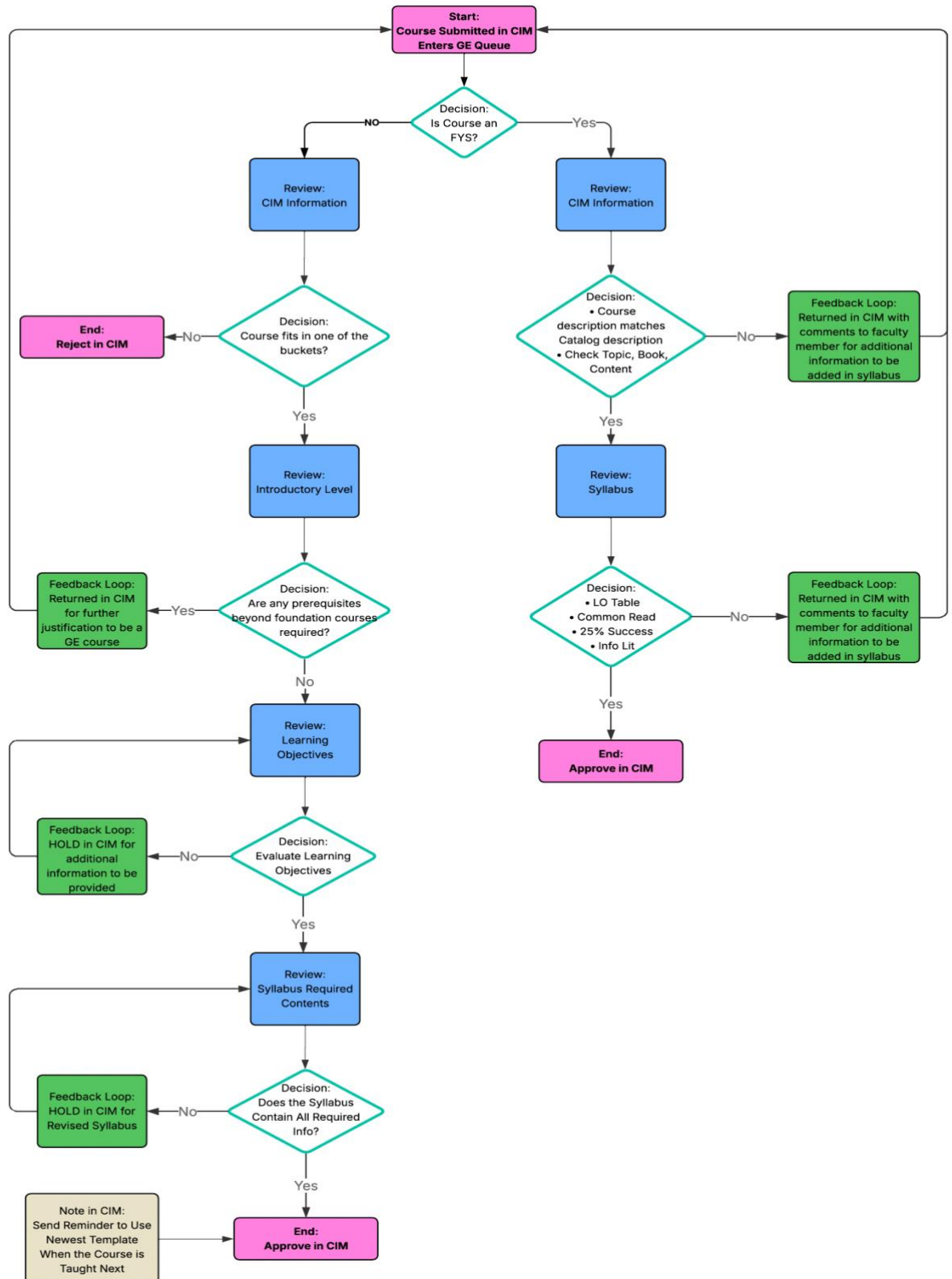
Report to Senate 24-25

- Brittany suggested adding the number of participants perhaps using the number of sections.
- These classes (English 101, Eng 102, BIO 210/211 labs and FYS) were selected to capture the largest number of students. Angie will add numbers and finish by the next Gen Ed meeting on March 24.

CONTINUED DISCUSSION OF THE FUTURE DIRECTION OF GENERAL EDUCATION EVALUATION PROCESS

- Sam's Flowchart:
- Note: The Gen Ed committee does not need to decide if FYS courses have the Gen Ed attribute, because FYS courses are Gen Ed courses. That's why the loop is different for FYS and courses that go in the buckets.
- The information that is on the diamonds on the right should also be on the left: whether course description matches the catalog, etc.
- All FYS are 100 level, but Gen Ed courses may not be. Reviewing Introductory level means, "Are there prerequisites beyond foundation classes?"
- Should the flowchart the table that ties course assessments to the learning outcomes be in the syllabus? Does the syllabus follow the syllabus template?
- Should there be a 3rd diamond that asks if the content is truly Gen Ed as opposed to leading to a specific goal, like accreditation or a licensing exam? It could be a part of the 2nd diamond-does it contain specific content versus broad appeal?

- On the flow chart, after the diamond needs “Justification provided and lines to make it go it to the next blue box. If justification is not valid, it kicks back to the pink box



- Should we include a note that says that after the Gen Ed committee approves it, it must still go to the Board of Regents and may not be approved.
- For all intents and purposes, the syllabus in CIM is the official syllabus, and must follow the syllabus template.
- Homework for next time: Brittany will write the report and put it in the Teams folder during Spring Break. Hopefully Sam can revise the flowchart by then.

COURSE PROPOSAL REVIEW

- Reminder: Committee members can preview proposals by going to MyWSU→ Faculty/Staff→ Courseleaf (CAT and CIM), right side of page→ Courseleaf Approval Page. Once there, at the top, choose “General Education Committee Chair” as your role to see a list of pending courses.
 - HS 390: Foundational Human Anatomy and Physiology II. This is a new course, designed to meet the 8-credit hour requirement for anatomy and physiology, which is essential for admission to medical, physical therapy, physician assistant, and nursing programs. Other schools offer this combo as an 8-hour Gen Ed course. WSU splits it into 2 courses, so the first course could go in Bucket 4, and this course could be put in in Bucket 7. It does not seem appropriate to have it count for transfer students and not for WSU students. However, the General Education learning outcomes are not tied to the assessments on the syllabus. Brittany will notify the instructor.
 - SPAN 323: Selected Spanish Readings
This course currently has the Gen Ed attribute. The request is to change the pre-requisite to match the new course number. The pre-requisite, formerly Span 210, is now SP 204. Also, the requirement will now be **equivalent** units of high school Spanish instead of specifying 3 units. The description has also been changed to note that the course no longer satisfies the LAS literature requirement, which is obsolete now that we have buckets. Brittany will email the instructor to include the table which ties the objectives to the Gen Ed outcomes.

Brittany will send a summary of our homework for the next meeting.

NEXT MEETING: March 24

ADJOURNMENT

The meeting ended at 2:05 pm.