

## MINUTES

### University Curriculum Committee for Liberal Education (UCCLE)

October 2, 2013, 2:30-3:45 p.m.

230 Student Services Building

**Members Present:** Blake Barnhill, Richard Ferraro, Paul Heilker, Ann-Marie Knoblauch, Kate McConnell, Carolyn Meier, Robert Oliver, Don Orth, Marie Paretti, Marlene Preston, Renee Selberg-Eaton, Deborah Smith, Daniel Strock, Art Keown (for V. Magnini)

**Members Absent:** Althea Aschmann (retired), Sheila Carter-Tod, Jill Sible,

**Guests Present:** Dakota Farquhar-Caddell, Stephen Biscotte, Willie Caldwell

1. **Call to Order:** Meeting called to order by Marlene Preston at 2pm
2. **Approval of agenda:** Motion approved, seconded, and passed unanimously
3. **Approval of minutes:** Minutes from the Sept 4 meeting were approved electronically September 20<sup>th</sup>, 2013.
4. **Marlene's update:** proposal status, committee direction, survey responses
  - Speculation about the future of the CLE -- Note article in *Collegiate Times* providing one student's perspective about our process:  
<http://www.collegiatetimes.com/stories/21331/plans-to-change-cle-take-off>
  - Members of UCCLC are not solely responsible for enhancing general education. Members of administrative team – Rachel Holloway, Jill Sible, Kate McConnell, Peter Doolittle, Shelli Fowler, and Marlene (with support from Willie Caldwell and Stephen Biscotte) – have been considering the proposal in the light of feedback from other faculty, the constraints that affect general education, and the faculty development necessary.
  - Constraints (handout) include (1) excerpts from the Strategic Plan that highlights the role of the majors and general education in the future and (2) requirements from SACS and SCHEV
  - Updated vision of plan (handout) provided by Jill Sible -- potential "Pathways to General Education." Revision of gen ed must meet needs of transfers and freshmen, offer alternatives to completion, and meet the major learning outcomes.
  - In further efforts to broaden the conversation, Jill Sible is building Curricular Planning Teams that can define, explore, and subdivide each learning outcome (existing courses, proposed courses, etc.).
  - UCCLC member survey responses indicated that integrative learning should be part of the revised plan, but need not be a focal point.
  - UCCLC will approve new framework and continue to work on logistics while the proposal works its way through governance.
5. **Discussion groups:** intersection of proposal, proposal feedback, gen ed requirements, strategic plan

- Goal for today: Consider hours for each learning outcome, the stakeholders (students, depts., etc.), and the different pathways.
- Each group provided with a list of topics to discuss: blog comments, strategic plan, SCHEV/SACS, needs of students, committee comments, Pathways

## 6. Reports from groups:

- Blog comments –
  - seem to suggest that some faculty groups are uncomfortable with the proposal
  - No one model will please everyone.
  - Majors have invested years in finding ways to work with the current model of gen ed and may not be willing to change.
- Strategic Plan – information the committee hadn't been asked to consider before
- SCHEV and SACS -- If SCHEV requires 30 why are we trying to go above this? Be pragmatic about what we can actually achieve and deliver.
- Needs for students
  - Core in proposal seems to be reasonable for transfer students from community colleges – mindful of articulation agreements
  - various student entry points for learning outcomes
  - Be sure to include some information about financial aspects.
- Core and Comprehensive learning outcomes (LO)
  - Are the three FYE learning outcomes carrying forward? First year is based in majors now but could carry into gen ed
  - Writing/speaking/communication/foreign language hours can all fall into discourse. Should these be met in major or in gen ed in order to create liberally educated students?
  - Gen ed should not be specifically tailored to careers or majors--can be resold as preparing students for any job
  - How does foreign language fit? Cultural competence is of utmost importance.
  - Financial literacy should be a consideration.
  - Transdisciplinary and beyond – good way of thinking about gen ed
  - If we articulate something as a L.O. it needs to be met in gen ed and be assessed. Other competencies, such as “critical thinking,” aren't listed because they can be met in major (according to SCHEV or SACS).
  - For accreditation we need LOs for general education and must assess them in gen ed courses. Curricular Planning Teams will create definitions of each L.O. to figure out examples/skills/content that will be included.

- 7. Adjournment:** A motion was made to adjourn the meeting at 3:45 p.m. The motion was seconded and passed unanimously.

Minutes submitted by Stephen Biscotte