

**GENERAL EDUCATION COMMITTEE
Minutes for Meeting #2 – October 1, 2015**

- 1. The meeting was called to order at 3:10 p.m.** on Thursday, October 1, 2015 in Library Conference Room A, Chairperson Kinnie presiding.

The following members were present: Professors Bide, Buxton, DeCesare, Echevarria, Irvine, Mead, Orr, Stout, and Williams; Vice Provost Beauvais, Dean Richmond, and Ms. Boyd-Colvin.

The following member was absent: Professor Lloyd.

Guests: Associate Dean Morokoff and Director Derbyshire.

- 2.** Minutes of GE Committee Meeting #1, August 31, 2015 were approved.

- 3. Announcements and Reports**

Chairperson Kinnie welcomed Professor DeCesare to the Committee as the new representative from the College of Continuing Education. She introduced herself as a member of the History Department.

Chairperson Kinnie said that Associate Dean Morokoff and Director Derbyshire were joining the meeting to discuss the rubric for the Cultural Competency outcome.

Chairperson Kinnie summarized the outcome of the presentation to the Faculty Senate on September 17. He said that two of the three proposals were approved: separating Arts from Humanities and creating the Arts and Design Student Learning Outcome; and limiting to 3 courses (or 12 credits) the number of general education courses that a student can use from the same course code (with the exception of HPR). He reported that the proposal to eliminate the Integrative Student Learning Outcome had not been approved and that, in response, he had met with Professors Orr and Hicks and Director Stack, from the Center for Career and Experiential Education, to revise the Integrative rubric. The rubric revisions were made based on the Association of American Colleges and Universities (AAC&U) Integrative Learning VALUE Rubric.

- 4. Ongoing Business**

- a.** The Committee reviewed the status of the Integrative Student Learning Outcome and the issues surrounding the proposal to eliminate it. It was suggested that equating a “capstone” course with an Integrative course is a mischaracterization of the intent of the Integrative outcome. Discussion ensued.
- b.** The Committee reviewed email responses from faculty expressing concerns about the Cultural Competency and Global Competency rubrics. The primary concern about the Cultural Competency rubric was the apparent limit to courses that address issues of diversity and social justice in the United States. Vice Provost Beauvais provided a brief history of the evolution of the development of this outcome. The Diversity Task Force, convened in 2009 by Provost DeHayes, was charged with developing learning outcomes for multicultural competence. The Task Force recommended achieving the outcomes through a general requirement. In 2012, as the General Education Committee (GEC) worked to develop the revised general education program, the name of the program outcome was changed from multicultural to cultural. Vice Provost Beauvais suggested that the rubric has been misinterpreted. She presented changes that she and Director Derbyshire (a member of the Cultural Competency rubric work group) had developed. Discussion ensued. It was suggested that the outcome described “diversity” not cultural competence. A motion was made and seconded to change the name of the outcome to “Diversity and Inclusion.” Discussion ensued. The motion passed. Vice Provost Beauvais said that she would forward the proposed changes to the rubric to Professor Echevarria for additional input. Difficulty assessing the “communication” aspect of the Global Competency rubric was addressed briefly.
- c.** The Committee reviewed the Foreign Language Overlay, a proposed addition to the General Education Program. Professor Echavarria proposed changes to the Catalog/Manual description of the Foreign Language Overlay that had been proposed at the August 31, 2015 GEC meeting, eliminating:

Students will take this course at the appropriate level which is defined as: (i) for a language never studied before, completion of the first course in the sequence of college-level study or higher; (ii) for a language studied for two years at the high school level, completion of the third course in the sequence of college-level study, or higher, or its equivalent; (iii) for a language studied for three or more years prior to matriculation at URI, completion of the fourth course in the sequence of college-level study, or higher, or its equivalent.

Discussion followed. The Committee approved the changes. The Committee decided to present the Foreign Language Overlay to the Faculty Senate at the November Senate meeting.

- d.** The Committee discussed the need to convene general education course approval panels, or panel chairs, to share approval procedures and to agree to some uniformity of course approval and syllabus format. Chairperson Kinnie

said that he would suggest that panel chairs upload materials (including good syllabi) into SAKAI. A brief discussion ensued about the need for a general education course syllabus to include information found in the outcome template.

The meeting was adjourned at 5:12 PM.

Respectfully submitted,

Nancy Neff