

Chair Holz called the meeting to order at 3:30 p.m.

Minutes from 4/20 were proposed for approval. Bowers Sharpe moved to approve; Babu seconded. Minutes approved.

Additions to the agenda – motion to remove item #8 as redundant. Walsh moved; Daytner seconded. Approved.

Roll Call and welcome new members – Kishor Kapale was welcomed to the committee.

Announcements – none.

New Business election of 2017-2018 officers:

Nomination for Chair – Plymire moved to elect Keith Holz as chair; Chamberlin seconded; Holz elected by acclamation.

Nomination for Secretary – Holz moved to elect Day as secretary; Kapale seconded; Day elected as secretary by acclamation.

Nomination for Vice-Chair – O'Donnell-Brown moved to elect Chamberlin; Choi seconded; Chamberlin elected by acclamation.

Reports:

Nancy Parsons – She has sent a note to all program chairs informing them that spring and summer assessment data and impact reports are due to her by October 6, 2017.

Kyle Mayborn – none.

Michelle Yager – none.

Faculty Senate/Articulation Requests – Plymire reported that several requests have been received from Minot State and are being reviewed. She has requested more data on these courses. Holz will handle articulation requests during the summer per established practice.

Discussion of Recent Assessment Data:

Dr. Parsons asked that CGE consider establishing a small sub-committee of 3 to examine the assessment data from the last several years in order to ascertain how well Gen Ed classes are meeting the objectives of General Education. This has not been consistently done since 2011. The committee will be responsible for analyzing the data. The analysis could be communicated to departments to help them use the results more productively for improvement. The committee's results will also be presented to the HLC during the next review in 2020.

Daytner moved to establish this sub-committee; Kapale seconded. Motion approved.

Zanolla moved to compose the committee in the fall; Kapale seconded. Motion approved.

The committee will be established at the first meeting in the fall.

Old Business:

Reports from the 6 subcommittees (beginning with Natural Sciences/Math):

Natural Sciences/Math: Bennett; Maskarinec; Babu.

Report to GERC on Multicultural Category
For May 4, 2017 GERC meeting

After careful and extended discussions and review, the subgroup charged with examining the multicultural category and its relationship to global issues courses has concluded that both the general education multicultural category and the global issues requirement serve to promote the mission statement of the University and should both remain in place.

While there has been discussion about possible overlap as well as difficulty for transfer students who often do not transfer in with either requirement completed, we strongly feel in the current national and international climate we need to foster and extend students' engagement in questions of diversity both within the United States and globally.

Further, we believe WIU should highlight the connections between the multicultural general education curriculum and the FLGI requirement as in line with, and underscoring and supporting, the university's values and mission.

As of December 2016, WIU's student population is 32.5% minority, and international students constitute 5.4% of the Macomb and Macomb extension campus. Highlighting (and eventually even extending) the multicultural and global components of general education will signal the university's commitment to its minority and international students by emphasizing that diversity is an important subj mu shleve WDy iGI#tional coI#tten

Human Well-Being Statement

The Gt

house UNIV 100, UNIV 200 (Career Exploration), and UNIV 390 (Career Preparation). If UNIV 100 was removed from the Human Wellbeing category, it would open the curriculum to other topics related to being a master student such as budgeting a meal plan, an introduction to

Natural Sciences and Mathematics General Education Summary

Existing Catalog Language:

General Education Goals

Part A—Mathematics Competency

Competency in baccalaureate level mathematics enables students to successfully engage in the mathematical thinking encountered in undergraduate studies and in daily living. Central to this competency is the ability to solve problems, to use mathematical modeling, and to evaluate mathematical calculations and reasoning. Students are expected to express and interpret mathematical information in written and oral forms and to use technology (calculators, computers, etc.) appropriately.

Part B—General Education

Studying the natural sciences and mathematics enables students to understand the physical and natural world and the scientific and mathematical concepts, theories, and principles that explain that world. That is, students broaden and deepen their understanding of the diversity and interrelatedness of human knowledge in the sciences and mathematics and are better able to explain the similarities and differences that exist among the sciences. By studying the methods of inquiry practiced by scientists in the search for answers to yesterday's and today's issues and problems, they experience both the power and limitations of this knowledge while growing in their appreciation of the scientific perspective and its impact on their lives and society.

Proposed Addition to Catalog Language:

The analytical and problem solving skills students acquire from Mathematics and Natural Sciences General Education courses are extremely valuable in all other fields and they will immensely help them in their career paths.

Summary

The Natural Science and Mathematics category contains:

29 Natural Science and 9 Mathematics courses from 7 departments acquire from Master file wof

Online course enrollments by department are, from greatest to least: Geography, Geology, Physics, Mathematics, Computer Science, Biological Sciences, Chemistry (none) (Figure 3)

Table 1. Courses by Department

Biological Sciences

- BIOL 100 – Biological Concepts
- BIOL 101 – Biological World
- BIOL 181/GEOL 181 – Integrated Science I
- BIOL 204 – Human Biology
- BOT 200 – Introduction to Plant Biology

- PHYS 101 – Introduction to Astronomy
- PHYS 114 – Applied Physics
- PHYS 115 – Applied Physics
- PHYS 150 – Energy and the Environment
- PHYS 182/GEOG 182– Integrated Science II
- PHYS 211 – University Physics I
- lab courses
- FYE courses (2 total)

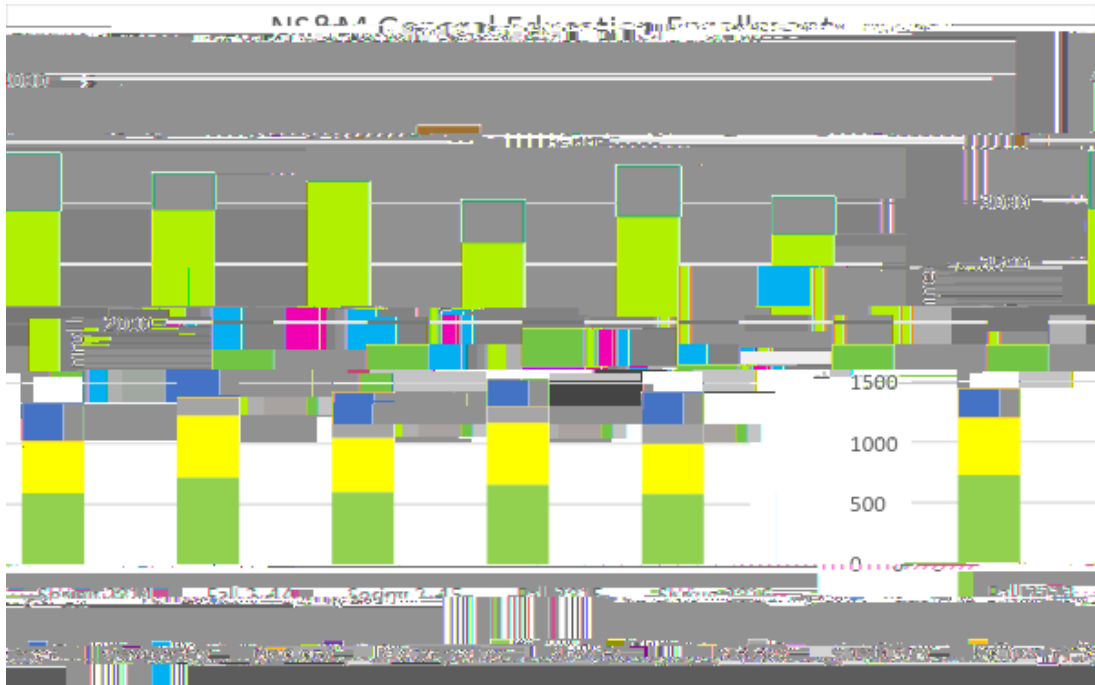


Figure 1

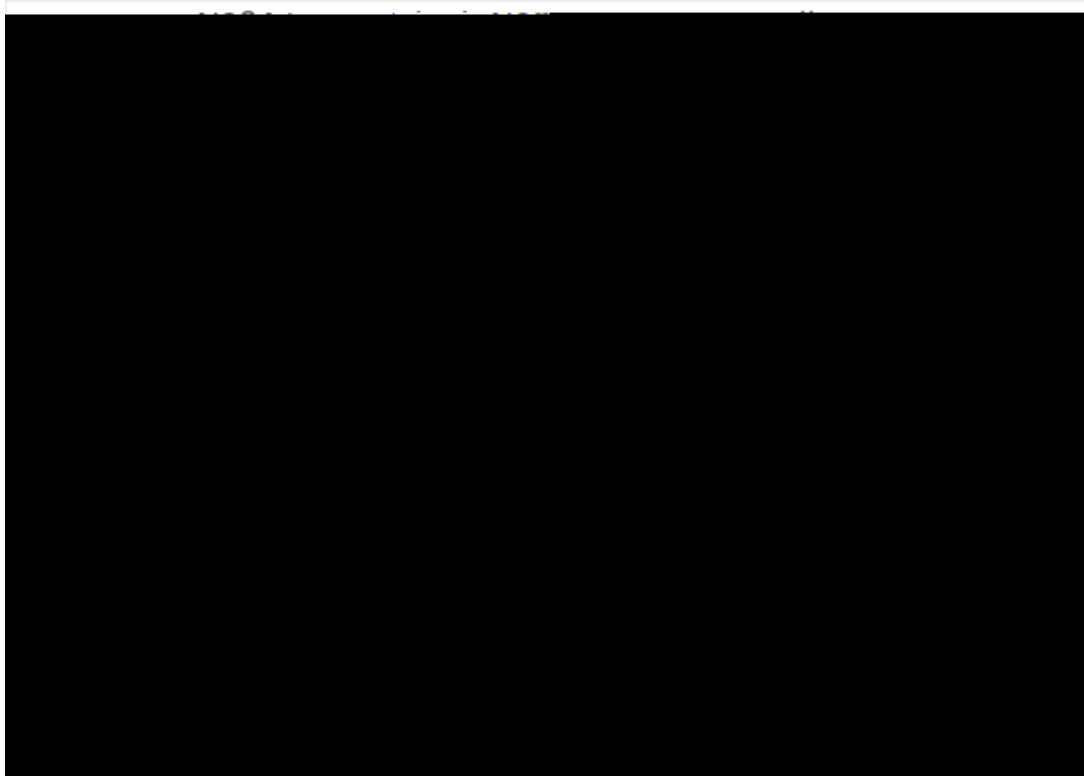


Figure 2

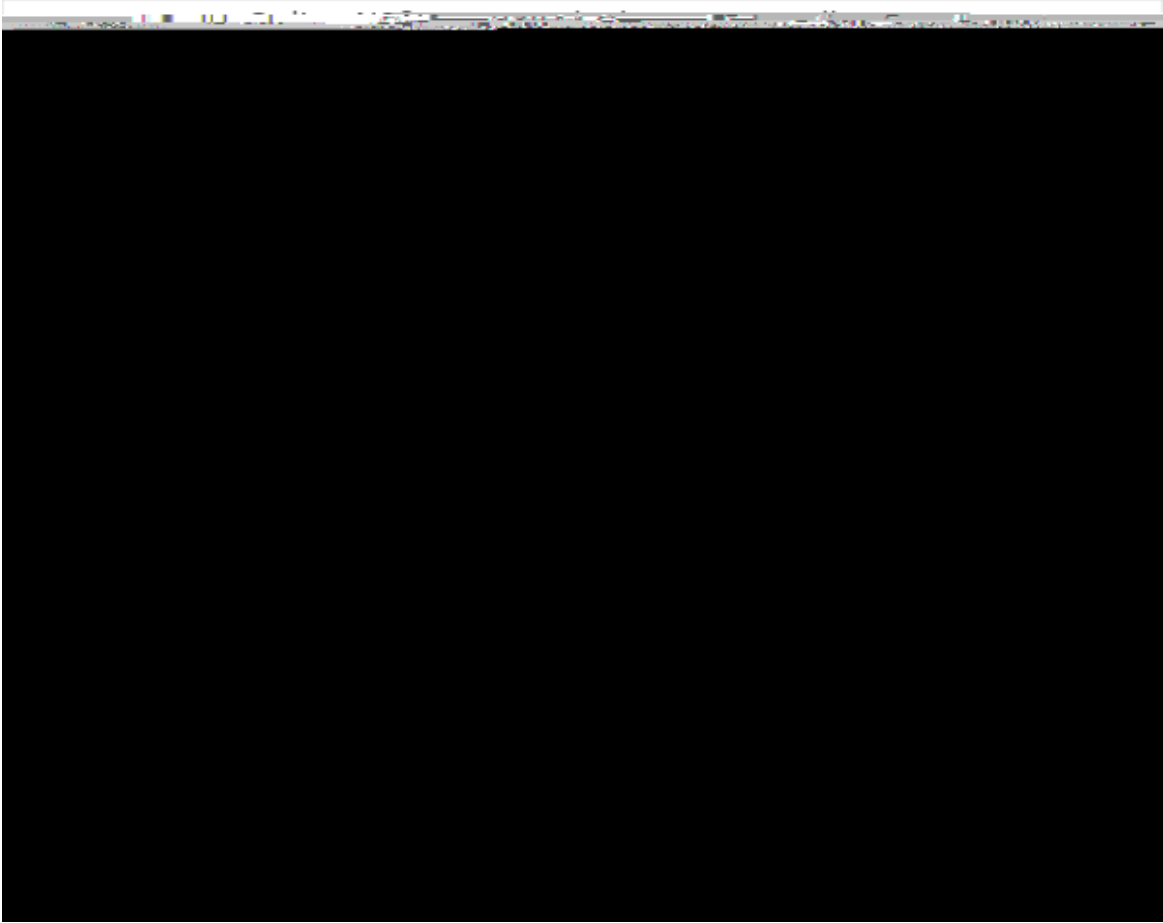


Figure 3