




General Education Committee

Minutes

Date 05/03/2016 Start Time 8:00 AM Adjournment Time 9:00 AM Location Walker 1-10
 Type of Meeting Regular Special

CHAIR	Michael Camille
SECRETARY	Jordan Anderson
ATTENDEES	Mike Camille, Jeff Anderson, Jordan Anderson, Jeff Hendrix, Jonie Noble, Kathie Smart, Meredith McKinnie, Rick Stevens, Allison Thompson, and Hamilton Winters
ABSENT (EXCUSED)	

Agenda

GENERAL ANNOUNCEMENTS	
Next meeting Fall 2016.	
DISCUSSION TOPICS	
<p>Below are the summaries from the Spring Semester meetings:</p> <p>5/3-Filter Characteristics for each core course in the curriculum: 1) Broad based knowledge 2) Transferrable skills and understandings 3) Meets 3 of the learning domains through assignments and activities 4) Student demand must meet minimum enrollment(TBD)</p> <p>4/26- The committee each gave a 3 minute presentation regarding the Pros and Cons of each Core Curriculum Model. The committee gave a 9-0 vote in favor of the Distribution Model.</p> <p>4/12-4/19 1. The Pros of the Distribution Model #1: a. Flexibility for students and programs. b. Many options for transfer and entering students. c. More stability(No structural changes needed to majors) d. Courses match learning domains. e. Fastest path to graduation or 120 hours.</p> <p>2. The Cons of the Distribution Model: a. Offer more courses that ULM can deliver. b. Illusion of special interest choices. c. Siloing of Learning Domains(potential lack of coherence in the curriculum).</p> <p>3. The Pros of the Distribution Model #2: a. Easily transferrable. b. More frequent offerings. c. Common student experience. d. Beneficial to transfer students. d. Not complicated/easy to follow(similar pros to Distribution Model #1)</p> <p>4. The Cons of the Distribution Model #2: a. Larger classes/sections=less individualized instruction</p> <p>5. The Pros of Integrative Model: a. Easy to switch majors within ULM without losing credit hours b. Smaller class size c. Interdisciplinary approach(connection between courses)</p> <p>6. Cons of Integrative Model: a. Transfer in?/transfer out b. Impact on majors (less flexibility) c. Extreme change/disruption d. Fewer gen ed courses e. Impact on existing gen ed offerings f. No base line data to assess g. Loss of textbook revenue to departments h. Loss of in depth/base knowledge</p> <p>7. Pros of Blended Model: a. Same as Integrative Model but to a lesser degree. b. Allows for intentionality and purpose in the curriculum, reasonably transferrable allows some flexibility for students and for programs to designate tracks for majors.</p> <p>8. Cons for Blended Model: a. Same as Integrative Model but to a lesser degree. b. Not completely transferrable, less flexibility for students and programs to designate tracks for majors, substantial changes with logistical and financial changes.</p>	
CONCLUSIONS	
 10/3/16	
ACTION ITEMS	PERSON RESPONSIBLE DEADLINE