

**MINUTES**  
**General Education Committee**  
**November 19, 2019**  
**2:00-3:30pm**  
**VL 216**

**Members present:** Steve Contakes (Chair and Professor of Chemistry), Paul Delaney (Professor of English), Michelle Hardley (Secretary and Registrar), Michelle Hughes (Professor of Education), Jana Mayfield Mullen (Information Literacy Librarian), Tatiana Nazarenko (Dean of Curriculum and Educational Effectiveness),

**Others Present:** Sonya Welch (Coordinator of Academic Support Services)

**Absent:**

**I. Prayer – Steve Contakes**

**II. Meeting Minutes** - The minutes from November 5, 2019 were approved with amendments to add the last names of those noted in the minutes.

**III. Report on GE Courses Approved by Email and Face-to-Face Voting: APP-030 Introduction to Digital Filmmaking and RS/EB-148 Theology and Economics of Wealth and Poverty**

These two courses were modified based on the GE Committees recommendations and conversations between Steve and those proposing the courses. The committee then considered the revised proposals via email. APP-030 was approved for Working Artistically GE credit effective spring 2020 and RS/EB-148 was approved for Serving Society GE credit effective spring 2020.

**IV. IS-123- World War II – Add to Common Inquiries: Thinking Historically**

The committee discussed the proposal. Some minor language changes may be needed to the labeling of texts as “primary source readings” and “secondary source readings”. This distinction is needed to avoid confusion as Thinking Historically courses teach the difference between primary and secondary texts, but the syllabus seems to be referring to the main readings and the support readings of the text.

The committee also recommends to include in the syllabus how the students will identify the arguments within secondary sources and how they will then analyze and use secondary sources within the course and the paper assignments.

The committee recommended approval with some modifications to be offered on Europe Semester 2020.

**V. First-Year Student Success and the Cohort Model**

The underlying issue the committee has been considering for the last few years is how we can provide the same level of support to our non-Augustinian students as what we provide to our Augustinian students.

Tatiana gave a brief history of the development of the discussions in the committee and how the cohort model may be used at Westmont to help support the incoming students. The cohort-based first-year experience is one of the top five high impact practices, and one we have tried as a pilot in the past. In this pilot first-year students were in a paired in HIS-010 and PHI-006 sections with Chandra Mallampalli and Chris Hoekley as instructors.

A number of ideas were discussed in the committee, including creating another cohort of paired classes available only to incoming first-year students. Additional ideas were to modify an existing required GE to include some of the student success topics, or to have 1-unit courses to cover these topics that run in the fall and spring. Offering additional Financial Aid to those who complete both sections of the course may help incentivize enrollment by the students who need to take the class. An additional idea was to have a program that runs prior to the start of the semester or to offer this instruction as an online program that students complete prior to arriving at Westmont.

Based on the academic and staffing issues present in the initial proposal, the committee had some interest in considering alternative ways forward. The committee will develop an action plan in our next meeting for proposal to Senate in early Spring. Jana has offered to fill in a shared google document with the features of the original proposal and then we can respond within the document with our comments and suggestions.

**VI. Proposal to Revise the Serving Society/Enacting Justice Around the Theme of High Impact Practices**

This item will be discussed in a future meeting.

**VII. Review/Discuss Completed? RIL GE Compliance Syllabus Audit**

Most faculty teaching courses in the Reading Imaginative Literature (RIL) GE area did not include the revised GE language in their fall 2019 syllabi. Paul will send a memo to the faculty teaching RIL courses in the spring 2020 semester to ask that they revise their syllabi in light of the new RIL criteria. The GE Committee will then conduct a syllabus audit for this GE area early in the spring 2020 semester.

**VIII. Steve's Conversation with Mark and Gregg on the PEA Requirement**

This item will be discussed in a future meeting.

Respectfully submitted,  
Michelle Hardley