

Statewide General Education Steering Committee
Tuesday, June 7, 2016, 11:00 a.m.
B20 and B24 of the University Enrichment and Advisement Center
University of New Mexico Campus, Albuquerque, NM

11:00 Convene and Lunch

Review progress to date
Plan for the day

11:30 Adjourn to breakout rooms to address prompt

Breakout groups

1. 3 groups of ~8.
2. Each group contains a facilitator; facilitator names a scribe.
3. Prompt: Review content on other side of agenda. **Develop simple rules for curriculum models regarding skills and their distribution among content areas.** Rules need to address the questions from "Structure and course content."
Reconvene in Room B20 at 1:00 with the simple rules that describe a proposed curriculum model.

1:00 5-minute report outs from facilitators on simple rules

1:20 Discussion of commonality and divergence

2:00 Summarize draft model and wrap up

Next steps

1. Start July meeting with feedback on draft model; use some voting to reconcile ideas where possible, assign work groups to reach consensus where needed.
2. Bring ideas for assessment and minimum requirements for courses.

Structure and course content (June meeting)

1. How do we effectively combine subject area distribution requirements with essential skills requirements?
 - o The Higher Learning Commission expects students to take a wide distribution of courses as part of general education. AACU recommends that students have knowledge of human cultures and the physical and natural world and that this knowledge be achieved through study in the sciences and mathematics, social sciences, humanities, history, languages, and the arts. We need to consider the subject areas that should be a part of our general education curriculum. **What subject areas will we require?**
2. How does the curriculum both introduce and reinforce essential skills?
3. It seems obvious that each general education course in an essential skills framework must have at least one essential skill as a primary focus. Should some essential skills (e.g., communication) be common to all courses?
4. **How are courses distributed among level of courses?** Should each major require a capstone course in which students must demonstrate mastery of the essential skills?

Outcomes (July meeting)

1. How will we assess general education courses?
2. Should each general education course have some common expectations with regard to coursework, such as a minimum writing requirement?

Institutional issues

1. Should there be a first year experience course in which essential skills are introduced?
2. Should learning communities and cohorts be developed for first year students?

Skill	Content Area, Based on LEAP					
	Sciences and Mathematics	Social Sciences	Humanities	Histories	Languages	The Arts
Communication						
Critical Thinking						
Personal & social responsibility						
Quantitative Literacy						
Information Literacy						

Skill	Content Area, Based on NMSU's model					
	Business	Sciences and Engineering	Social, Behavioral, & Health Sciences	Communication, Media, & Creative Arts	Humanities and Social Sciences	Education
Communication						
Critical Thinking						
Personal & social responsibility						
Quantitative Literacy						
Information Literacy						