

GENERAL EDUCATION COMMITTEE MEETING

Tuesday, September 30, 2025 | 1:00-2:00 PM

Location: Library Dean's Conference Room - Booth 4515

Join Zoom Meeting: <https://eiu.zoom.us/j/81274723249>

GENERAL EDUCATION COMMITTEE MEMBERS

Learning Goal Representatives:

Quantitative Reasoning: Peter Wiles (2026)

Speaking & Listening: Nora Heist (CMN rep)

Writing: Tim Taylor (ENG rep)

Critical Thinking: Alan Pocaro (2026)

Responsible Citizenship: Kevin Anderson (2027)

College Representatives:

College of Education: Jennifer Buchter (2028)

College of Health and Human Services: Amanda Harvey (2028)

Lumpkin College of Business and Technology: Katherine Yu (2028)

College of Liberal Arts and Sciences: Rashmi Thapaliya (2027)

Council on Academic Affairs: Aimee Janssen Robinson (1 year term)

Booth Library: Steve Brantley (2028)

AGENDA

I. GEC 25-26 Responsibilities:

a. GE Curriculum Review Cycle III: *Social and Behavioral Sciences*

- i. 2024-2025 Timeline: Call for Materials sent on October 30, 2024; Requested materials are due to the GEC by January 27, 2025; first presentation was on February 11, 2025
- ii. Proposed 2025-2026 Timeline: Call for Materials sent on October 3, 2025; Requested materials are due to the GEC by December 19, 2025; goal to schedule for presentations for the week of January 29
- iii. Call for Materials: revisions or suggestions?
- iv. Personnel List: revisions or additions?

II. GEC 25-26 Goals:

- a. Invite new interim provost to learn more about the GEC's role:
 - i. Timeline Options:a

1. Early October: to get context on direction of campus changes
2. Late October or early November: with goal to have proposal drafted
- ii. Note: Proposals for departmental mergers need to be turned into a department's respective dean or the provost by November 21
- b. Possible avenues for getting student perspectives?
- c. Pilot Programs for Gen Ed revisions
 - i. Prior research on general education programs: see [Appendix A](#)
 - ii. Questions to Consider:
 1. What are Eastern's current priorities?
 - a. [Strategic Plan: Plan 2028 Tracking](#)
 - i. Achieve Success for All Learners
 - ii. Engage the Community, Region, State, & World
 - iii. Create a 21st Century Campus & Culture
 - iv. Encourage Innovation, Diversify Revenue, & Grow Enrollments
 2. What does it mean to be student-centered when developing a general education program?
 3. What purpose does general education serve for the university? What purpose does it serve for students?
 4. What factors at Eastern might indicate the need for general education revision?
 - a. Institutional data that reveals negative trends, such as high DWF rates in general education courses or disparities in student success based on demographic factors?
 - b. Faculty turnover since the last general education revision?
 - c. "We have no evidence that distributional models actually help students achieve the kinds of powerful learning we value." (Hanstedt, pg. 33)
 5. How does the current campus climate shape our goals for a pilot program?
 6. Who are the campus stakeholders that could be partners in a pilot program? Who or what programs will be invaluable in implementing a revised general education program?
 7. Where do "High Impact Practices" (HIPs) already exist on our campus?
 - a. See *General Education Essentials: A Guide for College Faculty*, Chapter 2: Gen Ed 3.0
 - i. First-year seminars and experiences

- ii. Common intellectual experiences
- iii. Capstone courses or projects
- iv. Collaborative assignments or projects
- v. Diversity and global learning
- vi. Writing-intensive courses
- vii. Learning communities
- viii. Internships
- ix. Community-based learning
- x. Undergraduate research
- xi. ePortfolios

- 8. What have we learned from the general education curricular review process that could inform this process moving forward?
- 9. What is the relationship between university learning goals and general education?
- 10. What are our best wishes for our students? What, in an ideal world, would we have them be capable of?
- 11. Other questions to consider?

- d. Resource: *General Education Essentials: A Guide for College Faculty*

Booth Library E-Book Link: https://i-share-eiu.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6523294220005833&institutionId=5833&customerId=5815&VE=true

APPENDIX A

Previous Reports: General Education Program Research

Group Members	Institutional Peers	Illinois Public	Midwest Liberal Arts
Angela Glaros Jeff Snell Tim Taylor Peter Wiles	California State University at Fresno http://www.csufresno.edu University of Nevada at Las Vegas http://www.unlv.edu St. Cloud State University http://www.stcloudstate.edu Sam Houston State University http://www.shsu.edu Stephen F. Austin State University http://www.sfasu.edu Radford University http://www.radford.edu	Chicago State University Governors State University Illinois State University Northeastern Illinois University	Lake Forest Macalester College Grinnell College

Group Members	Institutional Peers	Illinois Public	Midwest Liberal Arts
Amanda Harvey Jeannie Ludlow Nora Heist	Georgia Southern University http://www.georgiasouthern.edu/ University of Louisiana at Monroe http://www.ulm.edu/ University of Central Missouri https://www.ucmo.edu/ West Chester University http://www.wcupa.edu Texas State University http://www.txstate.edu/ Western Washington University http://www.wvu.edu	University of Illinois at Chicago University of Illinois Springfield University of Illinois Urbana-Champaign Northern Illinois University	DePauw University Gustavus Adolphus College Kalamazoo College Augustana College

Group Members	Institutional Peers	Illinois Public	Midwest Liberal Arts
Kevin Anderson Stacey Knight-Davis Stephen Lucas Chigozirim Sodeke	University of Northern Iowa http://www.uni.edu Southeastern Louisiana University http://www.selu.edu Minnesota State University - Mankato http://www.mnsu.edu/ Appalachian State University http://www.appstate.edu James Madison University http://www.jmu.edu University of Wisconsin at Oshkosh http://www.uwosh.edu University of Wisconsin at Whitewater http://www.uww.edu	Southern Illinois University Carbondale Southern Illinois University Edwardsville Western Illinois University	Albion College Carleton College Wheaton College

General Education Program Reports

SELU tied to larger/off-campus/statewide initiatives

SIUC thinking about how each campus talks about what they are doing

Albion most diff/interesting; first year experience plus a competency-based categorization system
first year experience plus sophomore seminar in one model

WIU traditional content, not well organized

UW Whitewater math in with composition and speech

Wheaton is a Christian evangelical university; their capstone must be explicitly connected with a Christian worldview. Stacey Knight-Davis suggested that this model could be viable, if we focus on our SLOs (rather than a religious philosophy): this could give us an explicit and intentional plan for learning goals

Edwardsville: disciplinary capstones as part of General Education

Carlton: emphasis on argument and inquiry

James Madison U: focus on info literacy

Appalachian State: 1st year experience in the community—problem-solving for the community/region

U Northern Iowa: "New Perspectives" is kind of like a micro-credential: 11 different topics

Mankato: some gen eds are subject-matter oriented and some are learning goal/skill orientation

UW Oshkosh: 3 Quest courses: Quest I courses are designed to help students transition to college life by offering a First Year Experience (FYE). Quest II courses integrate knowledge, skills, and responsibility into student learning through the incorporation of disciplinary content, a signature question, and ethical reasoning. Quest III, students are provided opportunities to plan their future in college, work, & life. In Quest III courses students extend their classroom into a community setting, working with a local non-profit, community group, or campus partner.

Sam Houston: traditional

Stephen F. Austin: traditional

Lake Forest: adds technological literacy; writing-intensive and speaking-intensive

Ill State U: traditional

Radford: interesting; requires 2 writing-intensive courses; you can minor in a learning goal

St Cloud: environmental literacy

Grinnell only requires 2 courses: First Year Tutorial + First Year Experience course

Cal State Fresno: traditional; divided into foundations plus "breadth;" also requires 3 upper division courses that correspond to your lower division "breadth" courses

UNLV: innovative, but diff to navigate; 1st year seminar; 2nd year seminar--includes reading 600 pp of 'original texts'; milestone experience for one's major plus a capstone experience

Chicago State U: pretty normal

Georgia Southern U: concepts of health and physical activity

U of Louisiana: "enrichment electives" choose 12 hours from 3 diff blocks

Central Missouri: website clear; elective area--choose a gen ed area that they like esp. and take an extra course

Kalamazoo: frosh and soph experiences + senior integrated project

West Chester: standard; first year experience req (4 cr.); intros Gen Ed goals; interdisciplinary req; diversity lang is explicitly about power and privilege; Ethics req = problem solving

Texas State: prescribed by TX law; 6 hours of American History

Western Washington: a max of 4 courses from any one dept. contribute to gen eds

DePauw: first-year seminar; sr. capstone; global and local awareness includes a course in "power, privilege, and diversity"

Gustavus Adolphus: no more than 2 courses from one dept.; 3 crowns curriculum (kind of like honors)

Follow-up discussion: Why are we doing this?

Increase intentionality; give us perspective; envision something more engaging for our students; more student buy-in; initiatives are often disconnected/disparate--we need to move toward the same page, same goal, move us away from the "cafeteria" style; values clarification for Gen Ed

Continuing the Conversation: General Education Program Research

What We Noticed:

- First and second-year student support/requirements/courses
 - Integration of student life and first-year experience
- Capstone courses focused on discipline; university values; etc.
- “New Perspectives” or “Pathways” – inclusion on degree
- Writing-intensive
- 21st century problems/values:
 - Community-centered courses
 - Diversity, equity, inclusion, privilege; and power
 - Global perspectives
 - Ethics and civic responsibility
 - Environment
 - Technology
 - Information/media literacy
 - Foreign languages
- Full-time coordinators
- Alignment with state-level goals and priorities (IAI; state standards; state education initiatives; etc.)

Follow-Up Discussion:

1. Which elements of GE discussed might be meaningful for Eastern students?
 - Overarching theme(s) in Gen Ed courses
 - Dedicated 1st year program, maybe supported by a year 2
 - 1st year experiential learning models; learning + connections
 - Gen Ed “strands” could be developed by teams of faculty
 - could encourage “natural cohorts” among students
 - student support strand
2. Does seeing these examples help clarify the connection between EIU Learning Goals and General Education?
 - Learning goals are skill sets; Gen Ed is a curriculum
 - Learning goals are consistent with thematic approach: do not necessarily need to be the organizing principle behind gen ed
3. Takeaway: Are there ways we could pilot something like this with our existing curriculum?