

**GENERAL EDUCATION COMMITTEE  
MEETING MINUTES  
January 30, 2013  
Olin 304**

The meeting was called to order at 4:00 PM.

**Members Present:** Lisa Allen, Stefanie Bluemle, Joe Bright, Patrick Crawford, Kristin Douglas, Mike Egan, Janene Finley, Meg Gillette, Rick Jaeschke, Virginia Johnson, Brian Katz, Rowen Schussheim-Anderson

**Guests Present:** Mary Koski

**Approval of Minutes**

**Motion-Katz, Second-Finley**

**“To approve the minutes of the January 16, 2013 General Education Committee meeting.”**

**MOTION CARRIED**

**2013-14 Augie Reads Selection**

The Augie Reads Committee chose *Never Let Me Go* by Kazuo Ishiguro for its 2013-2014 selection. The Augie Reads Committee will be informed by Rowen that the General Education Committee endorses this selection.

**Advanced Standing & Degrees Petition**

A student transferring to Augustana from the College of DuPage petitioned the Advanced Standing & Degrees committee requesting a PL, PA, and a G for two courses he is transferring to Augustana. AS&D requested the Gen Ed Committee to evaluate the courses to determine if they satisfy the requirements. The two College of DuPage courses are: Introduction to Humanities (for the PL) and Non-Western Humanities (for the PA and G). Rowen perused the petition and the two course descriptions, relayed her findings to the committee members, and determined that the request for a PL, PA and G were warranted. The committee concurred.

**Motion-Jaeschke, Second-Egan**

**“To approve AS&D petition granting a PL for College of DuPage’s Introduction to Humanities, and a PA and a G for Non-Western Humanities.”**

**MOTION CARRIED**

**Suffix Approval**

**Motion-Katz, Second-Egan**

**“To approve a Q suffix for ACCT 200: Accounting Fundamentals [Delaney].”**

**MOTION CARRIED**

**Friday Conversation on G and D**

Rowen announced that the General Education Committee is presenting at the Spring term Week 2 Friday Conversation on March 15, 2013. The committee will present to the faculty its thoughts on new structural models to consider for our intercultural competency requirement that line up with our campus-wide goals for students learning.

## **President Bahls' Objectives**

The committee discussed mapping President Bahl's goals for the next five years to the college's new learning outcomes and to the General Education timeline.

**Liberal Arts background for pre-professionals** can be added under "Creative Thinking" and "Critical Thinking"

**Articulation Agreements with community colleges** was added to the timeline

**Technology Literacy** – information Literacy, quantitative literacy

**International Students** – Intercultural Competency

**Partnerships & Exchanges** – Disciplinary Knowledge

**Distinctions of Augustana's General Education Program** – This does not fit into learning outcomes but is important to keep in mind, especially when thinking about Gen Ed's footprint. The footprint may change, especially if we identify the hallmark of Augustana's core curriculum. Add this to timeline.

**Preparing students for life after Augustana** – ought to be one of the College's goals. Kristin recalled that at the Board of Trustees retreat, the vision statement was discussed. This vision statement had been evaluated by many groups (residential life, student affairs, and faculty). The Board commented that the statement was conceptual, very academic speak, but that no skills were mentioned at all. Employers expect students graduating from college to have good communication and writing skills, etc., and that was something the Board asked to be incorporated into the vision statement.

Should we argue for a personal finance Economics course? Incorporating a required economics/personal finance course correlates to the skills we want our graduates to have. Augustana alumni indicated through a poll that of the few things they didn't get at Augustana, it was not being taught oral communication skills. Kristin Douglas suggested we identify the lack of verbal communications as a hole in the curriculum.

Several committee members indicated that grammar and writing skills are also skills our students lack. Meg commented that LSFY courses contain mini-lessons in grammar. She added that grammar is one of the "Seven Deadly Sins" that the LSFY instructors want to make part of the LSFY skills matrix. Brian Katz said that Ken Bain makes a strong claim about students' difficulty in transferring writing skills, and basically, if teachers are not very careful to teach writing with an awareness of genre, that the writing skills do not transfer. Brian is aware of other institutions requiring writing and speaking in their courses, much like our suffixes. Kristin added that this is not something that you learn in one course and then become an expert. Students learn with repetition.

Should courses with learning perspectives be either a writing intensive or oral intensive course? If this were to be mandated, would departments withdrawing their LP courses because it is too labor intensive?

Departments could be asked to map oral and written communication to their major to see if they are helping our students achieve these skills. Eric Pitts commented that the Geology Department's upper

level geology courses either require a written paper that prepares the student for geological writing, or a GSA-style oral presentation, which prepares the student for their senior inquiry oral presentation at the Geological Society of America Conference.

Would the possibility exist to offer an O suffix? If G and D were reconfigured, the gen ed footprint might not get bigger by adding an O suffix. PL courses potentially could carry the O suffix. Another suggestion could be to require all learning perspectives to focus on communication competencies. The onus would be on the instructor to make clear how they will focus on this. Gen Ed could assess the course after a few years. Patrick feels that staffing and financing are obstacles to implementing something like this. Students could serve as writing fellows in larger lab sections to handle the extra work this would create, as is done in LSFY.

Students could have an apprentice-like experience. For example, seniors could be responsible for mentoring first-years about what it is like to be in college. Juniors would help the sophomores and welcome them to their major, etc. The idea would be to involve students to work on academic and life experience things simultaneously to accomplish desired outcomes (integrative learning, collaborative leadership, ethical citizenship) through the work they do. There could be a structure in place to make it more flexible for weaker students.

Service to the college could be a required part of a student's tuition, thus not creating additional financial cost for this experience. A drawback might be that potential students may not choose Augustana because of the mandatory service requirement. This could, however, be an interesting way to sell the college. Tutors from the Reading/Writing Center are excellent examples of students enhancing their own education by helping other students. Experiences geared towards individual students' interests could be pursued, such as students aspiring to be art teachers or to teach could work with the children's art program on Saturdays.

### **Wrap-Up**

It was suggested that for the next meeting, committee members look at the Intercultural Knowledge and Competency VALUE rubric, sent by Carrie Hough, and to also look at what different schools are doing. The goal for the next meeting will be to attempt to re-write Augustana's Intercultural Competency requirement. Everyone should bring a draft of that re-writing as if they were charged with the assignment. The first 20 minutes of the next meeting will be working in small groups on this topic.

The meeting adjourned at 5:03 PM.

Respectfully submitted,  
Mary Koski