

**GENERAL EDUCATION COMMITTEE  
MEETING MINUTES  
December 15, 2010  
Olin 305**

The meeting was called to order at 4:01 PM.

**Members Present:** Amanda Beveroth, Stefanie Bluemle, Lendol Calder, Mike Egan, Meg Gillette, Alli Haskill, Ellen Hay, Carrie Hough, Virginia Johnson, Brian Katz, Anna Knepler, Jason Koontz

**Guests Present:** Mary Koski

**AGENDA ITEM I: APPROVAL OF MINUTES**

**Motion-Katz, Second-Koontz**

**“To approve the General Education Committee meeting minutes of December 1, 2010 as submitted.”  
MOTION CARRIED**

**AGENDA ITEM II: NEW BUSINESS**

**A. “G” Suffix Approval**

**Motion-Egan, Second-Gillette**

**“To approve a “G” suffix for CLAS 311: Ancient Greek Culture [Day] as presented.”  
MOTION CARRIED**

**B. Learning Perspectives Approval**

**Motion-Egan, Second-Gillette**

**“To approve a “PP” learning perspective for CLAS 311: Ancient Greek Culture [Day] as presented.”  
MOTION CARRIED**

**C. Augie Reads**

Next year’s Augie Reads selection, “Fahrenheit 451” was presented to Gen Ed for endorsement. The Gen Ed committee had no objections, and commented positively about the selection being fiction.

**AGENDA ITEM III: OLD BUSINESS**

**A. “D” Suffix Approval**

**Motion-Egan, Second-Gillette**

**“To approve a “D” suffix for ARHI 368: American Art [Goebel] as revised.”**

Discussion: This revised proposal was originally tabled in September. Professor Goebel answered all specific questions that Gen Ed asked her to, and she gives more detail in the subculture.

Concerns:

- Catalog copy is difficult to understand and contains too many buzz words. Recommend this be rewritten
- Questions still aren't being answered satisfactorily. Answers aren't convincing that the course is about the diversity of views in art history from the underrepresented groups' perspectives.
- There are critiques in the subgroup. What we mean by that question is racial or ethnic minorities, women historically. Think there are multiple perspectives. We would like her to show subgroups other than artists who might have another perspective
- Fifty percent of the course is on subgroups, but the D criteria asks to focus on the cultural or social identity of one or more subgroup. Survey appears too broad so the diversity is actually diluted and not really the focus of the course.

Alli said that the proposal contains more detail in the subculture. The committee was reminded that a lot of our current "D" courses have those elements to them, and that consistency in the approval process should be aimed for.

**MOTION FAILED**

**B. LSFY 103 Approval**

**Motion-Katz, Second-Koontz**

**"To approve LSFY103: The Contemporary World of Islam [L. Wolf] as revised."**

**MOTION CARRIED**

**C. General Education Reform**

No new discussion.

**AGENDA ITEM IV: DISCUSSION WITH 6/35 COMMITTEE MEMBERS**

6/35 committee members: Deb Bracke, Kurt Christoffel, Patrick Crawford, Dave Dehnel, and Steve Klien visited the Gen Ed Committee.

6/35 was told that:

- Foreign language will not count towards Gen Ed requirements
- LP reduction reduced from 9 to 6 (one in each LP)
- D and G will be condensed into one (global diversity, 3 credits)
- Retaining Q
- Eliminating I suffix (as this is satisfied by senior inquiry requirement)
- Keeping two 1-cr. PE classes
- Keeping Religion classes (which are incorporated into LPs)
- Committed to first-year experience, number of credits would vary depending on final decision
- Possible incorporating learning communities in first year sequence

- Uncertain about LSFY and LC models

Dave Dehnel commented that foreign language is not so much a concern, rather the subject of double majors, specifically whether double majors can be maintained if the reduction is made. He also asked why Gen Ed feels a need to crunch down more; the committee's current options look well under the 1/3 target. Alli responded that based on a semester model having two classes in learning communities, the numbers are a little high.

David Ellis presented a possible plan for learning communities. Comments on his presentation:

- All schools the Evergreen committee encountered in their research held the learning community experience in the first year.
- If faculty members could teach in their own discipline there would be fewer problems getting faculty to teach learning communities, and divisions would likely support this.
- Introducing first years to interdisciplinary work would yield excellent results. Truly make first-year experience shared among disciplines.
- Knitting perspectives together gives students a frame of reference.
- If disciplinary courses became the model, you would want systematic linkage, e.g., through learning communities or something like them.

Klien supports making one LSFY course an interdisciplinary gateway course designed to get students into majors earlier. Making an LSFY course a third trimester, disciplinary, gateway course for the major that met LSFY criteria, would create opportunity to recruit students into a major. Providing it as a major course would give departments more flexibility in their course loads.

Based on SRI data Mark Salisbury gathered, some data are now available on learning communities that causes Gen Ed to wonder if they should rethink how we do them. In every case, average SRI scores from LCs were lower than average SRI scores from non-LCs. Data comparing SRI scores from LCs to 100- and 200-level courses indicated that SRI scores from LC are systematically lower than SRI scores from non-LC 100 and 200-level courses.

Steve Klien asked if Gen Ed would investigate if a reduction in LSFY would increase faculty willingness to teach more learning communities. Alli will get back to Steve on this.

Ellen Hay will have some data from first-year students about high-impact teaching practices to share by the first of the new year.

Alli asked if Gen Ed still needs to provide models based on trimester and semester calendars. Dave Dehnel was not sure, and believes the comparison should not be made by credits, but by number of courses. The semester model of 32 is a common model. If you throw in a J term, you can have 34, 35 model.

6/35 suggested Gen Ed talk to Ellen Hay about her experience of learning communities being part of the first year program.

Gen Ed will provide a more detailed Gen Ed Reduction plan to the 6/35 committee soon.

**AGENDA ITEM V: ANNOUNCEMENTS**

The next meeting will be January 12, 2011 at 4:00 PM.

**AGENDA ITEM VI: ADJOURNMENT**

The meeting adjourned at 5:08 PM.

Respectfully submitted,

Mary Koski