

**GENERAL EDUCATION COMMITTEE
MEETING MINUTES
December 5, 2012
Olin 304**

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

Members Present: Stefanie Bluemle, Joe Bright, Kristin Douglas, Margaret Farrar, Janene Finley, Meg Gillette, Carrie Hough, Rick Jaeschke, Virginia Johnson, Brian Katz, John Pfautz, Eric Pitts, Rowen Schussheim-Anderson

Guests Present: Mary Koski

Approval of Minutes

Motion-Katz, Second-Benson

“To approve the minutes of the November 14, 2012 and November 28, 2012 General Education Committee meetings.

MOTION CARRIED

Announcements

Kristin Douglas talked about the new COMPASS initiative which originated in the Community Engagement Center. COMPASS is a list of resources and milestones to help guide and support students in each of their four years on campus. Rather than assume students know these things, COMPASS will guide them so they understand what services are available to them, and hopefully they will seek out those services rather than just randomly finding them. This document can be found in Google Drive as a shared document but will eventually live on the Augustana website.

LSFY COURSE APPROVALS

12-5-12 LSFY subcommittee notes

LSFY102 Job to Gregory House (McCray)

Motion to approve: Gillette, 2nd Jaeschke. **Motion carried.**

Discussion:

Members of the subcommittee were impressed with the service learning component of the course. They were pleased with the historical approach to the course, and all of the common features for LSFY 102 were present.

LSFY102 From BritPo to AmPo (Crimmins)

Motion to approve: Jaeschke, 2nd Gillette. **Motion withdrawn.**

Motion to send course back to faculty member: Johnson, 2nd Bright. **Motion carries.**

The subcommittee was concerned that student writing samples were coming in too late in the term. The annotated bibliography is one example of student writing, but is week 9 too late for the first major writing assignment? There were questions regarding the guidelines of the draft as well as the scaffolding homework. It was unclear how much writing was required for each of these assignments.

Committee members agreed that students would appreciate more of a description of how daily participation would be determined. Thirty percent of the course grade seemed high to the committee,

and some wondered if separating homework assignments from class participation might make this number less daunting for students.

Members of the subcommittee also suggested a library visit early in the course. Two smaller papers spread out over time might be worthy to consider, rather than having one long paper at the end of the course. Collecting drafts of the long paper earlier, perhaps in week 8, would provide more time for students to work with comments they receive.

Because this course was approved by the Governance Prep Group for a one time approval, the subcommittee suggested waiting until the current course is complete before resubmitting this course. The rationale is that modifications made while teaching the course (and those that will be introduced in the next iteration of the course) can be reflected in the materials reviewed by the Gen Ed Committee.

LSFY102 Modern East Asia (Zhao)

Motion to approve: Jaeschke, 2nd Blumle. **Motion withdrawn.**

Motion to table: Bright, 2nd Johnson. **Motion carried.**

Incorrect materials were provided to the committee. GPG approved a different course and materials.

LSFY103 The Rhetoric of Social Justice Movements (McCray)

Motion to approve: Johnson, 2nd Gillette. **Motion carried.**

Discussion: The research paper in this course is a bit longer than most LSFY-103 courses. 8-10 pages is more common. The subcommittee was pleased with how all of the common elements were incorporated into the course, and they also liked the progression of the research process throughout the course: bibliography, draft, 2nd draft, final draft.

Discussion of response to M. France's inquiry regarding her LSFY103

The charge of the General Education Committee is to make sure that all students have a comparable experience in their LSFY courses. There was no concern among members of the committee regarding the topic of the course, the concern was for the consistency of experience for students in their LSFY courses. Meg Gillette will communicate further with Margaret regarding her course. The subcommittee would like clarity that student research will be on contemporary topics and suggests the length of the research paper be reduced to 8-10 pages. There is concern that the tone of the course more appropriate for a graduate course than a first year course and that reading assignments might be too long for this cohort of students.

General Discussion

The subcommittee agreed that the General Education Committee needs to do a better job of explaining to faculty what is expected of their LSFY courses. Common experiences need to be explained. We need to explain the process of the research paper and what we expect to see in syllabi. Gold standard syllabi and template syllabi should be available for faculty to work from, especially when the faculty charged with teaching LSFY courses are often new to campus and do not fully understand our general education system.

Respectfully submitted,
Kristin Douglas

LP-PLUS COURSE APPROVALS

1. SOC 3XX for a “D”

Motion-Katz, Second-Hough

“To approve SOC 3XX: Immigrants: Beyond a Border [Kivisto] for a D Suffix.”

MOTION CARRIED.

2. CLAS 240 for a “PP”

Motion-Hough, Second-Finley

“To approve CLAS 240: Women in Ancient Greece [Day] for a PP Learning Perspective.”

Discussion: Margaret Farrar inquired if CLAS 240 and CLAS 340 are two distinct courses taught at different times or if they are two courses taught at the same time in the same room.

- The committee requests clarification from Kirsten Day.

The committee would also like to know why one course is a 200-level and the other a 300-level course. A committee member recalled reading that one course is more survey-like and the other a more in-depth focus on one thing and requiring greater persistence and depth.

- Clarification from Kirsten Day is requested.

The four questions asked on the PP proposal form are all answered in one paragraph. It is implied that the Gen Ed committee is to seek the answers to the questions not specifically answered by reading the syllabus and making a judgment from that--too much reading between the lines.

- Request that questions be answered thoroughly

The committee cannot find answers to questions 3 and 4 on proposal about the primary and secondary sources. Kristen Day makes reference that the primary focus will be on the ancient literary, papyrological, epigraphic and artistic evidence about women’s lives, but does not elaborate. It would be helpful to have more detail.

- More detail requested on primary focus of the course.

Motion-Hough, Second-Katz

“To amend the motion previously made to now read: ‘To TABLE CLAS 240: Women in Ancient Greece [Day] for a PP Learning Perspective and to ask for more thorough answers to proposal form questions.’”

AMENDED MOTION CARRIED

3. CLAS 240 for a “D”

Motion-Hough, Second-Pittts

“To approve CLAS 240: Women in Ancient Greece for a D suffix.”

Discussion: The “D” suffix definition indicates that there is a focus on cultural or social identity of one of more subgroup(s) within the context of the United States. The committee feels that this course feels like a D, that is it about gender, and very specifically about gender so that the students specifically reflect on gender in their own lives, and that it is not about Greek diversity in America in their own lives. The D guidelines, however, specifically say “within the context of the United States.” The committee feels the ‘D’ cannot be approved accordingly.

The committee discussed how it appears disingenuous to have the entire major LP'd and suffix'd. Margaret added that a conversation this committee should have if LP's, for example, are going to be made more robust, is 'can every major do every LP well?' Many colleges disentangle their general education requirements from their major requirements because their major skills are skills that are specific to the major. There are costs for what is able to be taught in 300-level courses. On the one hand, departments want seats filled; on the other hand, instructors are not able to teach as much as they would like.

MOTION FAILED

4. CLAS 340 FOR A "PS"

Motion-Finley, Second-Hough

"To approve CLAS 340: Women in Rome" for a PS learning perspective."

Discussion: The committee could not find answers to the PS learning perspective proposal form's questions answered anywhere in the proposal

Motion-Hough, Second-Katz

"To amend the motion previously made to now read: 'To TABLE CLAS 340: Women in Rome [Day] for a PS Learning Perspective and to ask for more thorough answers to proposal form questions.'"

AMENDED MOTION CARRIED

5. CLAS 365 for a "G"

Motion-Katz, Second-Hough

"To approve CLAS 365: Angels & Demons – Paganism and Christianity in the Literature of Late Antiquity [Hooker] for a G."

Discussion: Mischa Hooker responded to Gen Ed's reasons for not approving the G suffix on 11-14-12. One member expressed that Mischa's follow-up letter contained a "kernel" of an answer that convinced him that the G requirements were satisfied. It seems the information is there, but members on the Gen Ed committee do not necessarily understand it.

Another member commented he was not convinced this course will help students develop an informed global perspective. The course is more of a PP or PL, as students will learn about history and literature.

Mischa argues in his appeal to precedent set in granting several Art History courses the G suffix, Margaret Farrar indicated that the reason those Art History courses were approved was that eventually the syllabi came to the committee containing a lot of information about the culture itself; the social context in which the art was produced was part of those. She asks if Mischa is doing the same thing in his syllabus.

Margaret suggests that the committee is not ready to make a decision on this proposal. She asks that the committee re-read the proposal and the letter of appeal, the minutes from 11-14-12, and perhaps investigate Solar Henotheism.

Motion-Katz, Second-Hough

“To amend the motion previously made to now read: ‘To TABLE CLAS 365: Angels & Demons: Paganism and Christianity in the Literature of Late Antiquity [Hooker] for a G suffix, and for the committee to re-read the proposal more thoroughly.’”
AMENDED MOTION CARRIED

ADJOURNMENT

The meeting adjourned at 5:00 PM.

Respectfully submitted,

Mary Koski