

GENERAL EDUCATION COMMITTEE

MEETING MINUTES

March 30, 2011

Olin 304

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

Members Present: Amanda Beveroth, Lendol Calder, Meg Gillette, Randall Hall, Alli Haskill, Carrie Hough, Brian Katz, Jason Koontz, Joe McDowell, Mike Schroeder

Guests Present: Mary Koski

AGENDA ITEM I: APPROVAL OF MINUTES

Motion-Calder, Second-Gillette

“To approve the General Education Committee meeting minutes of March 23, 2011.”

MOTION CARRIED TO APPROVE MINUTES OF 3-23-11.

AGENDA ITEM II: NEW BUSINESS

A. Learning Community Approval

Alli Haskill and Joe McDowell left the room during discussion.

Motion-Hough, Second-Schroeder

“To approve Learning Community: Language Theory & Application, ENGL 307 & CSD 367 [McDowell/Haskill].”

MOTION CARRIED.

B. “G” Suffix Approval

1. POLS 318: China in World Affairs [Zhang]

Motion-Gillette, Second-McDowell

“To approve a “G” suffix for POLS 318: China in World Affairs.”

Discussion: Comments from the committee:

- Very detailed syllabus
- Non-controversial
- Lots of assignment details
- Multiple perspectives and sub-areas are included

MOTION CARRIED.

2. BUSN 307: Social Issues in Management [VanSandt]

Motion-Calder, Second-Schroeder

“To approve a “G” suffix for BUSN 307: Social Issues in Management for Spring Term 2012-13 only.”

Discussion: The committee was informed that there has been much discussion on campus regarding non-Augustana professors. This has led to the reformation of the International Study Committee to the International & Off-Campus Programming Committee. In conjunction with EPC, this committee

will vet courses taught by non-Augustana faculty, as well as other targeted courses. EPC, therefore, asks that Gen Ed concentrate on the appropriateness of the learning perspectives or suffixes and not concern themselves with the instructors' credentials on proposals coming to Gen Ed. Alli will ask departments and divisions prior to proposals being vetted by Gen Ed if they have passed through proper channels.

The G-ness in this course appears to be thinking through challenges to take on a particular issue through a Dutch lens as compared to an American. Alli commented that this was not a learning community and wondered if part of the global requirement was being met in the other courses during the term. She would like some clarification on this from the instructor. The group questioned if the Dutch way of solving things was different enough from Western ways, and some felt, that 'yes'—the Dutch do have a much different social structure and approach business differently, and it doesn't seem unreasonable to expect that this global perspective is included in the course. The committee asks Alli Haskill to ask Craig VanSandt to make the global perspective more apparent in the course syllabus.

MOTION CARRIED.

C. Learning Perspectives Approval

"PP" for HIST 300: History of London

Motion-Hough, Second-Calder

"To approve a "PP" for HIST 300: History of London."

Alli informed the committee that if this LP did not pass Gen Ed today, it would likely have to go to GPG. She also reminded the committee to focus on whether or not the course warrants a "PP" and not the other issues. There will be several more courses like this coming through for London term which will be offered Fall 2011.

The committee had several concerns about this proposal:

- Course has not been approved by department, division or EPC
- No information on the instructor of the course was provided. If instructor happens to be a discipline other than history, Gen Ed needs to know how this instructor plans to spell out the PP-ness of the course.
- Learning perspective questions were not answered

MOTION FAILED.

AGENDA ITEM III: OLD BUSINESS

A. Gen Ed Reduction/Revision Discussion

Jason Koontz briefly highlighted the content of his report. His last paragraph of the G-D section is based on his first year gen ed experience, and the struggles he has with the general nature of G and D.

The report asks that courses with the combined G and D ensure that diversity is a central theme. It allows that diversity be seen inside or outside of the United States. The last paragraph is about grappling with unintended consequences that this could reduce the amount of differences. For clarity, it was asked if the document is recommending D and G be collapsed into one diversity, to

which Jason replied, “Yes...to make our (Gen Ed Committee) lives easier and the lives of the faculty on the other end (who submit proposals and teach the suffixed classes).”

Further discussion:

- Several courses would support both a G and D
- Committee is supportive of a central diversity theme; however, language might be made stronger
- Much discussion was centered on diverse groups of students taking diversity courses.
 - Would all students get the same benefit?
 - Would you have to define mainstream if you define diversity?
 - Would students have to fill out biographical statements?
 - What about the differences between two cultures within the same population and how they’re part of the system and what might be done about it.
 - If all groups are equal, which one gets a D?
- The Gen Ed Committee struggles with our rubrics which aren’t communicating well to colleagues. Are there places in the curriculum where that occurs more naturally than shifting some of those core things into an LP? Are these core things in Jason’s document?
- With “G”, our problem is what has significantly influenced American tradition. With “D” we say we don’t see this is central enough
- Would be beneficial to have instructor articulate why it is different. Gen Ed could provide a threshold and instructor would show that it’s integrated into the course. Too difficult for Gen Ed to anticipate all the ways these forms can take. Are guidelines too narrow? Should they be broadened?
- If diversity is intentionally built in the course, this should be an easy task.
- The form needs to be changed. “Intentionality” is the key word, and we should ask for that same kind of burden of proof; however, not as a tack-on.

B. Learning Perspectives Approval

“PH” for PHIL 324: Philosophy of Law [Bonzon]

Motion-McDowell, Second-Katz

“To approve a PH Learning Perspectives for PHIL 324: Philosophy of Law.”

MOTION CARRIED.

IV ANNOUNCEMENT

Gen Ed’s next meeting will be April 6, 2011.

V ADJOURNMENT

The meeting adjourned at 5:04 PM.

Respectfully submitted,

Mary Koski

