

GENERAL EDUCATION COMMITTEE

MEETING MINUTES

April 13, 2011

Olin 304

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

Members Present: Stefanie Bluemle, Meg Gillette, Alli Haskill, Carrie Hough, Virginia Johnson, Brian Katz, Jason Koontz, Joe McDowell

Guests Present: Mary Koski

AGENDA ITEM I: APPROVAL OF MINUTES

Motion-Johnson, **Second**-Katz

“To approve the General Education Committee meeting minutes of April 6, 2011.”

MOTION CARRIED TO APPROVE MINUTES OF 4-6-11.

AGENDA ITEM II: NEW BUSINESS

A. Learning Perspectives Approval

1. “PP” for GRMN 324: German Culture & Civilization [Vivian]

Motion-Koontz, **Second**-McDowell

“To approve a PP learning perspective for GRMN 324: German Culture & Civilization [Vivian].”

Discussion: This course has only been taught during Wittenberg Term and will be taught for an upcoming Wittenberg term in the fall. The proposal form contained more elements of the PP questions than the syllabus did; however it was felt there were several sections in the syllabus where the past and present were compared, and it contained primary and secondary sources. Some members felt the bulk of the course is not about German history, but more about literature; seventeen of their total lessons are in literature. Several members thought that the proposal could qualify for a PS or a PH, but they do not see enough evidence of a PH. Alli Haskill indicated that this course will be approved on a one-time-basis through GPG if not passed at Gen Ed.

MOTION IS TABLED.

2. “PL” for GRMN 409: Literature in Germany [Vivian]

Motion-Bluemle, **Second**-McDowell

“To approve a PL learning perspective for GRMN 409: Literature in Germany [Vivian]”

Discussion: This is German’s special topics course which is their “catch-all course” according to Liesl Fowler. Because this course will be taught on a foreign term, it can have the learning perspective designation for that term.

MOTION CARRIED.

3. **“PH” and “G” for EDUC 262: Songs of Freedom [Egan] and Service-Learning Learning Community for EDUC 262 & EDUC 263: Songs of Freedom: Music, Politics, and Education in Jamaica [Egan/Jaeschke]**

Motion-Katz, Second-Gillette

“To approve a PH and a G for EDUC 262: Songs of Freedom [Egan], and approve as a Service-Learning Learning Community EDUC 262 & EDUC 263: Songs of Freedom: Music, Politics, and Education in Jamaica [Egan/Jaeschke].”

Discussion: The committee thought this was an excellent, very well thought out learning community proposal. Mike Egan has lived several years in Jamaica. The proposal has lots of connections and the web blog to reflect on service learning is good.

MOTION CARRIED.

4. **“PS” and “G” for PSYC 471: Cross-Cultural Psychology [Baugous]**

Motion-Hough, Second-McDowell

“To approve a PS and a G for PSYC 471: Cross-Cultural Psychology [Baugous].”

Discussion: The committee wondered if Amanda Baugous had a joint appointment in Business & Psychology. Jason Koontz indicated that she is an industrial operational psychologist, which is between business and psychology. It was brought up that this proposal was not voted upon in division. Alli Haskill indicated that it will get verified, but not necessarily by division. She assured the committee it was vetted at the departmental level.

A concern was expressed about how the text is being used to develop an understanding of non-U.S. traditions by using primary sources that are found within those traditions. The experience itself is primary; however, *Cross-Cultural Psychology* seems like it could be written by another perspective, or it's not determinable. The committee agreed that even though the experience occurs in another culture, doesn't make it a “G”. Another member found G elements in that the instructor specifically pointed out that this course challenges the assumption that psychological theory, developed from Western culture, holds universally true across other cultures. The instructor indicates a significant portion of their class time will focus on comparing and contrasting these psychological principles across U.S. culture and South East Asian culture. How this happens is not quite clear, but the fact that it's an explicit goal of the course seems to fulfill the global requirement.

The instructor talks about experiencing differences, but there is nothing in the syllabus of how the class will explore those differences. A log was mentioned, but because the syllabus was not detailed or specific, the committee wasn't convinced that learning from the culture will occur. Since the “psychological challenge” culture project was worth over a third of the students' grade, some gen ed members felt this assignment of comparing and contrasting ways in which culture influences that particular challenge in the U.S. versus Southeast Asia was satisfactory evidence of the global requirement.

The committee felt as long as the concerns are brought up to and addressed by Amanda Baugous, that approval for the G would be given. Alli Haskill will follow-up with Amanda Baugous.

MOTION CARRIED.

C. Learning Community Approvals

1. HIST-390 & HIST 311 [Mayer/Thiemann]

Motion-Gillette, Second-Koontz

“To approve Everyday Life at the Dawn of Modernity, HIST 390/HIST311 [Mayer/Thieman] for a Learning Community for Rome Term.”

Discussion – The topic of this learning community comprising of two history courses was discussed. Clarification was made that the history department originally planned on the Ronald Thiemann course falling under Religion; however, the Religion Department would not consent. The committee felt the proposal was clearly a learning community, but difficult to understand. The absence of a common text was of concern, and the answer to the common text question in the proposal was confusing. A committee member indicated that based on his previous foreign term experience, the site visits themselves were considered the common experiences; which this proposal has. The proposal indicates that students will learn such and such in each other’s classes, but it does not show how that happens. It was suggested to ask for additional information on assignments. Alli Haskill will relay concerns to Tom Mayer about revising the syllabi for more depth and consistency.

MOTION CARRIED.

D. Review Document for 6/35 Forum – Joe McDowell gave an update on the last 6/35 committee meeting. The main concern at division meetings was what will happen in Gen Ed reduction. They feel that they cannot vote until they know what impact the changes in gen ed will have on their department. Some members wonder if some of the departments’ concerns are more about LSFY. Alli still supports Ellen Hay’s suggestion, that Gen Ed can’t delve much deeper into specifics until the calendar decision has been made. After reviewing past Gen Ed minutes, Alli Haskill put forth the question Gen Ed is still struggling with is whether or not to completely eliminate learning communities, or making LCs something different, such as having LSFY serve as an integrative component, and if so, does that relate to LSFY? Gen Ed also supports a full year of LSFY, but if the calendar is changed to semester, how will that affect how LSFY is configured. Gen Ed is still committed to making breadth happen in six courses or less. One way to leave the door open for all the content conversations is to re-label the learning perspective requirement to some kind of breadth requirement.

Alli Haskill believes the most immediate message to the faculty is that Gen Ed can get to 12, and Gen Ed can provide a few scenarios of how that can be accomplished. Ways of doing that could be to say that breadth requirement will be reduced, G and D is reduced into one.

On the semester model, Gen Ed could continue to say that LSFY is a three-course sequence by incorporating it into the J-/May-term. Some felt that this scenario would be stressful for departments or programs that need to commit load to this. Faculty may be hesitant to volunteer to teach the J-/May-term; however, faculty would not have to teach this term every year. It would be part of faculty load on an every-third-year rotation for example. One suggestion would be to use the J-/May term as an optional LSFY, and then have two big semesters of LSFY.

Alli Haskill indicated that Gen Ed could propose an option with a bigger cut based on a semester model by removing learning communities. Eliminating them is based on research and the data that Augustana has is that they are not popular among students, there are scheduling concerns.

Alli will be prepared at the faculty forum to say that Gen Ed can commit to a full-year of LSFY, meaning two semesters or three trimesters, a reduction in breadth, combination of G and D.

AGENDA ITEM III: OLD BUSINESS

A. Learning Perspective Approval “PP” for HIST 300: History of London [Kivisto]

Motion-Koontz, Second-Bluemle

“To approve a PP learning perspective for HIST 300: History of London [Kivisto].”

Discussion- This proposal returns to Gen Ed after we requested updates on the syllabus to speak more clearly to the questions on the PP form. There is more explanation of the sources in this revision, as well as a more fleshed out syllabus. It also demonstrates development and change across time. The International & Off-Campus Programming Committee will determine if the non-Augustana instructor is qualified.

MOTION CARRIED.

IV ANNOUNCEMENTS

Gen Ed’s next meeting will be April 20, 2011.

V ADJOURNMENT

The meeting adjourned at 5:04 PM.

Respectfully submitted,

Mary Koski