

**GENERAL EDUCATION COMMITTEE
MEETING MINUTES
April 3, 2013
Olin 304**

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

Members Present: Richie Benson, Stefanie Bluemle, Lendol Calder, Kristin Douglas, Mike Egan, Janene Finley, Carrie Hough, Rick Jaeschke, Virginia Johnson, Brian Katz, John Pfautz, Rowen Schussheim-Anderson

Guests Present: Mary Koski

**1. Learning Community Approval
Greek Art & Culture**

CLAS 311: Ancient Greek Culture [Day]

ARHI 360: Greek Art [Morse]

Prior to this meeting, Kristin Douglas suggested that learning community guidelines be part of the discussion at this meeting, as the proposed learning community is a 4 credit model with international travel; however, the 4 credit models outlined in Evergreen II only mention 3 credit + 1 credit service learning. Discussion ensued at the meeting on the proposed learning community even though no one asked for it to be withdrawn from the consent agenda.

A motion was made:

Motion—Benson, **Second**—Hough

“To accept the 3+1 international study model as an approved learning community.”

Letters of support from Allen Bertsche and four faculty members were presented which showed their supported for the proposed learning community as an alternate model. Allen and the other letter writers emphasized that there is experiential learning through the international travel component, and students travel as a group which covers the community aspect.

Kristin reexamined the Evergreen II guidelines which indicate that other structural models might fulfill the learning outcomes and key components of the Evergreen structural designs. The Gen Ed Committee agreed that the proposed learning community fit the spirit of those guidelines, and therefore, an approval of all 3+1 international study models was not necessary. The committee made a motion to remove the motion to approve any 3+1 international study model from the table and to make a new motion to approve the proposed learning community.

Motion—Benson, **Second**—Egan

“To remove the motion from the table.”

MOTION CARRIED

Motion—Egan, **Second**—Hough

“To approve Greek Art & Culture [CLAS 311 and ARHI 360] as a Learning Community.”

MOTION CARRIED

2. Approval of March 20, 2013 Minutes

Motion-Pfautz, Second-Katz

"To approve the minutes of the March 20, 2013 General Education Committee meeting."

Mike Egan and Virginia Johnson indicated their names should be removed from the list of those present.

MOTION CARRIED TO APPROVE 3-20-13 MINUTES AS REVISED

3. Review Discussion Questions Submitted for Friday Conversation

The committee came up with the following proposed questions to present at the upcoming Friday Conversation the Gen Ed Committee is hosting:

1. The Augustana College Intercultural Competency Intended Learning Outcome states: Our graduates should be able to demonstrate a nuanced awareness of difference across multiple domains, a sensitivity to the implications of those differences, a comfort in employing diverse perspectives to understand issues and interact with others, and a relativistic appreciation of cultural values.
How would we know that Augustana graduates achieved this outcome?
2. What would the minimum acceptable demonstration of this outcome look like?
3. What are the critical experiences that help people develop intercultural competence?
4. If we have an experiential intercultural competency requirement, would your department be able to contribute? What would such a class look like in your department?
5. What are your thoughts about the developmental/two-tiered model presented?
6. What are your thoughts about the two course non-developmental model presented?

A handout will be given which identifies:

Option 1: Two Course Intercultural Competency-Developmental Model

Option 2: Two Course Model (non-sequential, from two different departments)

Experiential Component

4. LSFY Matrix Revision Proposal

Meg Gillette reported that she, with the help of Virginia Johnson, Ellen Hay, Stefanie Bluemle, Anne Earel, Connie Ghinazzi, Amanda Makula, and Margi Rogal, has been working on revising/streamlining the LSFY Skills Matrix. The proposal for the revised matrix is broken down into 3 separate proposals. Proposal 1 is the Skills Matrix itself; Proposal 2 is to consider a name change; and Proposal 3, the bigger conversation, is to clarify or eliminate current content parameters (rhetoric and the liberal arts", "from x to y", and "diverse and changing world").

As Meg explained the current matrix has about 63 learning objectives. A more simplified matrix will clearly outline the goals and objectives the three LSFY classes accomplish and will help new faculty considerably. Objectives were reduced to: Writing Skills, Reading Skills, Oral Communication Skill, Information Literacy Skills, Common Reading, Common Elements, and Common Assignments. Corresponding learning skills for each of the objectives were simplified as well.

Common Assignments have been added that match the skills that are targeted in the different classes; such as in 101, some kind of portfolio assignments; in 102 an annotated autobiography or two short They Say/I Say papers; and for 103 the long multi-source research paper. It is hoped that simplifying the skills will make faculty more accountable for teaching the skills. Course content should be secondary to teaching skills.

In proposal 2 of the matrix revision, it was suggested that if the name change reflected that skills-based is most important, then the name would perhaps imply to students and faculty that the matrix is most important, not the topic. The Gen Ed Committee should discuss taking this as an opportunity for faculty development to help faculty teach content and skills both, to discuss different models of teaching. Meg expressed her support for LSFY 101 having different topics as well, recalling President Bahls' talk about classes pulling their weight to attract students, and how 101 may be an opportunity to do that. "First Year Inquiry" was offered as a catchy name, and the committee members felt that a lot could be done with that.

The new matrix was well received by the committee members. The committee urged the inclusion of the LSFY 102 Art Museum visits in the matrix. Committee members also felt that even though Symposium Day is a college-wide common experience, that it still should be included on the LSFY matrix as a common experience.

Kristin Douglas asked if others felt that oral communication skills should be emphasized in other areas of the general education curriculum. Some felt that it could be emphasized in LSFY if oral presentations could be assigned as short 3-5 minutes. Simpson College has a model that incorporates oral communication throughout the curriculum, as opposed to teaching it in one course. This is a model Augustana may want to consider.

Meg offered to draft questions for a new LSFY Course Approval form which will assist the Gen Ed Committee in the course approval process (such as: How do you teach the writing process? How do you collect drafts?, etc.).

5. Adjournment

The meeting adjourned at 5:03 PM.

Respectfully submitted,

Mary Koski
Office of Academic Programs