

GENERAL EDUCATION COMMITTEE

MEETING MINUTES

September 11, 2013

Olin 304

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

Members Present: Carolyn Hough, Nathan Frank, John Pfautz, Stefanie Bluemle, Janene Finley, Lendol Calder, Mike Egan, Jeff Ratliff-Crain, Katie Hanson, Brian Katz, Rick Jaeschke, Danica Gray (SGA), Eric Pitts (SGA)

Absent: Rowen Schussheim-Anderson, Meg Gillette, Jacob McManus

Guests Present: Kristen Douglas, Christina Myatt

I. Approval of Minutes

Motion- Katie hanson moved **“to approve the minutes of the August 28th meeting as submitted.”**

Brian Katz seconded.

A misspelling was noted. A vote was taken.

MOTION PASSED TO APPROVE THE MINUTES OF SEPTEMBER 4TH MEETING WITH THE ABOVE NOTED CORRECTION.

Christina Myatt will make the correction and file the approved minutes with Mary Koski in Academic Affairs.

II. NEW BUSINESS

1. *Approval of Consent Agenda*

The consent agenda had contained one item but committee members had requested it be removed from the consent agenda and placed into discussion.

2. **Approval of LSFY 102 Course From China to Japan**

Rick Jaeschke motion **“to approve LSFY 102: From China to Japan”**

Mike Egan seconded.

The floor was opened to discussion.

Discussion included the need for more info about building information literacy skills, the feeling that answers need to be fleshed out more, some committee members were surprised at how short answers were and not fleshed out like other proposals.

Some committee members were not really sure if they are answering the questions, want to assume they are but can't say definitively.

It was noted that this course was taught and approved by GPG last year. This one fell through the cracks, as a committee we can offer feedback but this course is already being taught.

Committee members asked for some background and were informed that the course was approved through GPG because they did not have time to get in before the first week of classes. GPG had suggested that they teach the course, make adjustments and then resubmit through Gen Ed. This course proposal struggled in GPG. It went through multiple revisions and probably still needs revision. There were some revisions which were suggested and encouraged which were not made.

The committee did not have a good feel for the amount of reading. Is the amount of reading something first years can tackle?

Long title on form is different than the title on the syllabus.

Some members thought the class did not seem appropriate for LSFY because of the narrowness of the topic.

There being no more discussion, the motion was put to a vote.

MOTION FAILED. COMMENTS FROM THE COMMITTEE WILL BE SHARED.

3. AS & D PETITION FOR LC APPROVAL

Kristin Douglas presented that a student had petitioned for a private study ED 450 and ED 451 to be counted as a Learning Community. As Gen Ed is the body that oversees learning communities, A S & D wanted to have the committee's input.

A student had applied to take ED 450 and ED451 as a private study. In their petition, they did not mention that they wanted it to be considered a learning community. The private study was approved as a private study as out of sequence with education curriculum and the student is student teaching this fall. The course consisted of one student, one faculty member but the work was the same done as the recognized learning community. This class did not meet the minimum number needed for a learning community during the summer (four students were needed) and thus the request for private study. In creating the private study petition, the advisor believed that ED450 and ED451 when taken together were always a learning community.

This assumption was echoed by members of the Gen Ed committee.

The student realized they were not getting credit for a learning community and asked the registrar why not, and was then told that they did not ask for the course to count as a learning committee.

Questions arose as to the definition of "community".

A S and D is concerned about precedent.

The committee expressed that we are all in a tough spot. The belief was that the system should serve the students.

It was noted that ED450 and ED 451 are only taken as a learning community.

It was also noted that the student is currently taking a third course which allows them to share and apply the knowledge from ED 450 and ED451.

The committee gave Kristin Douglas the following recommendation:

AS A GENERAL CONSENSUS, WE ARE IN FAVOR OF GRANTING THE STUDENT'S PETITION TO USE THE COMBINATION OF THE PRIVATE STUDY ED 450 AND ED451 PLUS THE THIRD COURSE BEING TAKEN NOW AS THEIR LEARNING COMMUNITY. IT WAS STRESSED THAT THIS IS A SINGULAR CASE AND THIS IS NOT A RECOMMENDATION OF THE WAIVER OF THE LEARNING COMMUNITY REQUIREMENT JUST AN UNDERSTANDING THAT THE THREE COURSES TOGETHER FULFILL THAT LEARNING COMMUNITY REQUIREMENT.

4. Update from Academic Affairs

None at this time.

III. OLD BUSINESS

1. Discuss AGES and Student Learning Outcomes/Assessment

A draft is due by week 5/6 of Winter Term

There are three components.

1. Renaming
 - a. shift to liberal arts core curriculum
 - b. LSFY to FYI (first year inquiry) book end to SI (senior inquiry)
2. Streamlining
 - a. G and D to ICC
 - b. 9 Learning prospective classes to 6
 - c. collapse I into PN learning perspective
3. Learning outcomes and assessment
 - a. How dose AGES align with student learning outcomes
 - b. How do we assess?

Discussion ensued. The following points were made in discussion:

How do we go about answering these questions?

The third component is the biggest chunk of the work.

Do we have to make streamlining decisions to be able to map? It was stated that the committee will determine what the desired outcomes are and then will decide how to know if those are being met.

Learning Perspectives are about learning a way of learning.

What is the end goal? Dispositions- seems to be an attitude survey, how are you coming along skills- each discipline has to answer what that looks like.

There is some conflict. While there is a lot of interesting and productive suggestions, they are not necessarily what LPs and AGES currently are.

What is AGES doing? We can't reform things by week 6. The conundrum is what is AGES accomplishing? What are LPs and suffixes doing? As a committee we have to start where we are and see what we can do to move forward.

We will continue this discussion next week with the intent of coming up with a concrete plan of tackling the work that lies ahead.

3. Classic Department response to Gen Ed's denial of a G Suffix for CLAS 328

This item was tabled due to time. It will be placed on next week's agenda. We need to discuss and respond as a committee.

IV. ANNOUNCEMENT

Our next meeting will be Wednesday, September 18 at 4:00 PM.

Agenda, minutes and any other supporting materials will be available in Google Docs and committee members will be informed when they have been added..

V. ADJOURNMENT

There being no additional business the meeting was adjourned at 5:01 PM.

Respectfully Submitted,

Christina Myatt