

GENERAL EDUCATION COMMITTEE MEETING
4/28/2010
Olin 304

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

Members present: Tom Bengtson, Josh Morgan, Dan Conway, Anne Earel, Kristin Douglas, Alli Haskill, Dan Lee, Margaret Farrar, Carrie Hough, Amanda Beveroth, Karin Youngberg, Allen Bertsche, Virginia Johnson, and Randall Hall

AGENDA ITEM I: APPROVAL OF MINUTES

Approval of minutes from the 4/21/10 meeting; 1- Virginia; 2- Carrie APPROVED

AGENDA ITEM II: NEW BUSINESS

1. Course approval- LSC 250 Augsperger

Motion for general education to house LSC 250; 1- Dan 2- Virginia APPROVED

Motion to approve LSC 250 as a general education course; 1- Dan; 2- Carrie APPROVED

Background and Discussion:

LSC 250 is similar to a transfer/sophomore level LSFY course.

Some issues about this proposed course arose in this week's EPC meeting. Specifically, the question of where this course be housed was raised. Traditionally, courses are not housed in Academic Affairs as was indicated in the initial proposal (it is being taught and was proposed by Mike Augsperger, an administrator).

Today we need to address the question, should this fall under gen ed or should it be housed in an academic department, such as Comm. Studies or Religion? There are precedents for both options.

Mike Augsberger and David Snowball piloted a version of this course this year with some success. This is why one consideration may be to house it in the Comm Studies department.

One issue raised by EPC was that if it the course were to be housed in a specific department, then that department would be charged with staffing it. Perhaps it would make more sense to house the course in gen ed.

One committee member pointed out that by housing the course in gen ed the potential perceived issue of departments using the course to recruit majors could be avoided.

This course targets students who do not necessarily have a major; thus, it may be appropriate for gen ed to house the course.

Because it would not formally be a part of the AGES program, does gen ed need to act on this course?

Response: the reason why EPC sent the course back to gen ed is that it cannot be housed in Academic Affairs as originally proposed. The purpose of gen ed or another department/entity taking in this course is to ensure some level of monitoring of it.

2. Update from Academic Affairs.

The Augie Reads kick-off event for *Bottlemania* will be held on May 11th. Instructors may pick up their copy of *Bottlemania* at the event.

LSFY staffing update: 98% staffed for LSFY 102 and 103; staffing levels are much lower for LSFY 101, but this is being addressed.

Margaret has been working with Connie Ghinazzi and Ellen Hay to discuss the role of convocation on campus. The purpose of this conversation will be to share information with our new dean. A related survey will be distributed in the weeks ahead.

Margaret will share future gen ed survey results with us soon!

3. Update from Curriculum Taskforce.

A vote tomorrow will address recommended course redistribution. Highlights of the current proposal include the following:

*Maximum of 35 courses for students

*Faculty load of 6 courses per year

*Reduction of gen ed to account for no more than 1/3 of the curriculum (to bring us more in line with peer institutions)

If the proposal is approved, next year there would be a committee formed to work on logistics (i.e., calendar); a 3rd year would involve specific implementation for departments; the following year would be one of transition and 2013-2014 would be the year that the changes would go into effect.

Reminder: a gen ed member must be on the curriculum taskforce committee.

AGENDA ITEM III: OLD BUSINESS

1. Learning Community approval for Rome Past and Present: Faiths in Dialogue (RELG371) & Topography of Rome (CLAS220)-Lee and Kramer

Motion to un-table this LC course application for approval; 1- Johnson; 2- Conway APPROVED

Motion to re-table this proposal for LC approval; 1- Bertsche; 2- Youngberg APPROVED

Questions for Dr. Lee prior to the vote/additional background information:

A guest speaker will be involved to address early Christianity in Rome; there would be related assignments for both classes that would involve this guest speaker. Dr. Lee also provided additional information about shared readings.

Topography of Ancient Rome is a sub-discipline in the study of Classics. When Kramer was in Rome during his post graduate years, he worked with a scholar in this area and has considerable expertise in this area.

How do credit designations work for this course? The timing of the grading seemed odd to some members. Previously, an IP grade was assigned until grades were awarded. This is not what is done because of an administrative mandate. The instructors would be open to discussing this matter in the future.

Discussion:

Concerns were expressed by multiple committee members that the two instructors have not jointly developed the shared experiences and assignments.

It does not seem like sufficient pre-planning has taken place between the two instructors.

It was helpful to see that readings have been added since our last review of the documents; it does not seem like the issues of this course parallel issues in other study abroad programs--students in other study abroad programs must pass multiple courses (>4 credits) to receive their LC credit.

Committee members expressed an interest in seeing more information about how integration will occur and how the course will be wrapped up.

A better definition of the shared theme/problem may improve the proposal.

Further specification of community building (and maintenance once the students go to Rome) and shared readings/assignments seem necessary for the proposal to be improved.

2. LSFY survey from upperclass students.

Discussion:

It was disappointing to read such negative responses. Many of the honors program student responses were much more positive.

The most troubling theme was “the teacher didn’t want to be teaching this course.”

Another troubling response was how dependent satisfaction was related to the individual instructor.

Another dominant theme was how frustrated students are with taking non-major courses.

It was disappointing that Augie Reads was not more warmly embraced.

We currently have SRI data by term (we’ve had it since 2004-2005); at the beginning of our LSFY experiment we received wildly divergent responses and LSFY was rated considerably below other 100-200 level courses; in 2006-2007, LSFY 103 overtakes comparison 100 and 200 level courses.

With only 170 respondents, how much confidence can we have that we received a representative sample?

Do we know how many students are “forced” into courses? Response: Because our students select several options, it does not seem like this is as big a problem as it used to be.

Is there any way that these questions could be added to the senior survey exit questionnaire? Response: There currently are general questions about the value of gen ed courses versus major courses.

There are several positive data to consider—over 60% of students attributed improved writing to their LSFY experiences, for example, is a good thing.

ANNOUNCEMENT

Subcommittees should continue to try to meet before summer.

The next meeting is scheduled for May 5, 2010.

ADJOURNMENT

The meeting was adjourned at 5:05.