

Augustana College

Rock Island, IL

GENERAL EDUCATION COMMITTEE**REVISED MEETING MINUTES****September 1, 2010****Olin 304**

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

Members Present: Lendol Calder, Anne Earel, Mike Egan, Margaret Farrar, Meg Gillette, Randall Hall, Alli Haskill, Carrie Hough, Virginia Johnson, Brian Katz, Anna Knepler, Jason Koontz, Joe McDowell

Guests Present: Mary Koski

AGENDA ITEM I: APPROVAL OF MINUTES

Motion-Katz, Second-Egan APPROVED

“That the General Education Committee meeting minutes of August 25, 2010 be approved as presented.”

AGENDA ITEM II: NEW BUSINESS

A. Service learning in our gen ed courses. Darrin Good was not present at the 9-1-10 Gen Ed meeting. Instead, Alli reported that Darrin presented his service learning guidelines first draft to EPC. This document is crafted based on last year’s document and in consultation with other colleges, and will come to the Gen Ed Committee once a good working draft is crafted. At the 8-31-10 EPC meeting it was decided that Darrin’s office will first vet any service learning proposal. The approval process will then continue with EPC and Faculty Senate. The service learning community proposals moving through governance currently should not be affected by these new guidelines.

B. LSFY 102 Course Approvals

1. LSFY 102: Noble Charms to Merchant Tears: Heroes and Heroines in Japanese Literature [Nagase]

Motion-Egan, Second-Earel APPROVED

“To approve LSFY 102: Noble Charms to Merchant Tears: Heroes and Heroines in Japanese Literature [Nagase] as submitted.”

2. LSFY 102: From the Hebrew Bible to Plato [Wolf]

Motion -Johnson, Second-Koontz No vote

“To approve LSFY 102: From the Hebrew Bible to Plato [Wolf] as presented.”

There was confusion about connections in central texts...and of the question, “how are we getting from somewhere to somewhere else?”

The committee requests a revised proposal with more clarification on:

- Why grades add up to 120 percent in syllabus
- Description was interesting, but lacked a central question or theme in a compelling way
- No central element that could be communicated easily
- Overarching question didn't seem like a question at all....needs to be reworded so that students have a question to address
- No plan in syllabus for art assignment

Motion-Hough, Second-Katz APPROVED PROVISIONALLY

“To provisionally approve LSFY 102: From the Hebrew Bible to Plato” contingent on Leslie Wolf meeting with Jeff Coussens to reframe/rephrase the syllabus.”

3. LSFY 102: From Popes to Pop: Art of the Western World [Morse]

Motion-Earel, Second-Gillette APPROVED

“To approve LSFY 102: From Popes to Pop: Art of the Western World [Morse] as presented”

Discussion: The committee was concerned that a lot hinges on the reacting game and about safeguards being in place for it, however it was noted that M. Morse has had training for this and she is integrating everything that needs to be in there purposefully.

4. LSFY 102: From Gilgamesh to Katrina: Love & Loss in Literature [Bertram]

Motion-Egan, Second-Hough APPROVED

“To approve LSFY 102: From Gilgamesh to Katrina: Love & Loss in Literature” as presented.”

Discussion: The syllabus didn't seem to indicate if writing with outside sources would be involved in any assignments. Alli will address this issue with the LSFY term coordinator as a minor issue to work on in future proposals.

5. LSFY 120: A History of Ethics: From Socrates to Nietzsche [Birondo]

Motion-Egan, Second-Gillette NO VOTE

Concerns:

- The writing in the proposal does not engage with secondary sources
- Syllabus doesn't stand out as part of LS program
- In looking at common elements....it isn't mentioned how skills part will be incorporated throughout the syllabus
- Syllabus could be too sophisticated/incomprehensible for first-year student
- Syllabus mentions several films; however there is no explanation of what scholars have to say about the films

- Doesn't seem to be a group presentation to cover oral presentation skills; however the LSFY matrix doesn't require this
- No detail about what written assignments will be derived from, except for final paper

Alli will relay to Noell Birondo that significant revisions need to be made to the syllabus.

Motion-McDowell, Second-Johnson TABLED

"To TABLE LSFY 102: A History of Ethics: From Socrates to Nietzsche until a significantly revised proposal/syllabus is received."

Lendol has observed in these recent LSFY proposals the lack of reference to "They Say I Say" and wonders if faculty are not using it as much as they used to, or if they are losing enthusiasm with it. Some faculty likely are just not using it effectively. Some don't ever use it, but some use it well. Alli informed the committee that the LSFY coordinators are doing a session this year on using "They Say I Say" which should reinforce its role as part of the LSFY matrix.

C. "D" Suffix Approval

1. ARHI 368: American Art "D"

Motion-Katz, Second-Gillette NO VOTE

Discussion: This course is heavy traditional American, and the emphasis is not on diversity. It mentions the images and readings are on Moodle, however, there is no list of texts....would like to see texts listed in proposal. No mention of metanarratives. The secondary sources issue that we had with Jan Keessen's tabled LSFY proposal last year is the same in this proposal. It would be unfair to hold this to a different standard.

Motion-Hough, Second-Egan TABLED

"To TABLE ARHI 368: American Art for a D suffix."

D. Update from Academic Affairs

Margaret spoke about the guidelines/ rationale for learning community stipends and how Gen Ed can remodel the impetus for stipends. Assessment of Gen Ed and of learning communities is in the forefront of this discussion. The Gen Ed Committee is being asked to consider this question: How do we gather assessment information? What goes on in these courses? How and where will assessment happen, and by whom? Also for the Gen Ed committee to think about is summer learning communities, and what number of students constitutes a learning community. This will be discussed at a future meeting.

AGENDA ITEM III: OLD BUSINESS

A. LC: EDUC 450/EDUC INTR: School and Society [Schroeder/An]

Motion-Calder, Second-Johnson APPROVED

“To approve the learning community: EDUC 450/EDUC INTR: School and Society as revised [Schroder/An].”

Ellen Hay and Mike Schroeder provided more clarification as requested from the Gen Ed committee. One comment was that there was still difficulty in seeing at how this is looking at education perspective from two different viewpoints. Mike Egan explained that the language the Education Department latched on to was Theory vs. Practice, as stated on the “Service Learning Communities: Guidelines from the General Education Committee”. The question was raised about the required capstone course, EDUC 450, also fulfilling a LC requirement, and should the committee be concerned about that. Everyone was reminded that the Accounting LC was just passed that had the same situation. Mike Egan said that while in theory all education students would be able to take this as a learning community, that it will not be the case, as this learning community is a significant time commitment.

B. LC: MUSC 405/COMM 385: Church Music in Community [Hay/Pfautz]

Motion-McDowell, Second-Egan APPROVED

“To approve the learning community MUSC 405/COMM 385: Church Music in Community as revised.”

Ellen Hay pointed out to Alli that it was not entirely clear on the Evergreen II guidelines that if you’re doing a service learning community that you still need to adhere to the other learning community guidelines. Alli will make this clear in Gen Ed documentation.

AGENDA ITEM V – ADJOURNMENT

The meeting adjourned at 5:30 PM.

Respectfully submitted,

Mary Koski