

**GENERAL EDUCATION COMMITTEE  
MEETING MINUTES  
March 7, 2012  
Evald 305**

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

**Members Present:** Tom Bengtson, Mike Egan, Margaret Farrar, Meg Gillette, Carrie Hough, Patrick Howell, Virginia Johnson, Brian Katz, Margaret Morse

**Guests Present:** Mary Koski

**AGENDA ITEM I: Approval of Minutes**

**Motion-Egan, Second-Hough**

**“To approve the General Education Committee meeting minutes of February 1, 2012 and February 8, 2012.”**

**MOTION CARRIED**

**AGENDA ITEM I: WELCOME**

Rowen Schussheim-Anderson welcomed back Carrie Hough, Meg Gillette, and also new member Margaret Morse.

**AGENDA ITEM II: Meet with Cathy Goebel regarding her ARHI 368 for a “D”**

Cathy Goebel was unable to attend today’s meeting, but asked that the committee proceed to evaluate her proposal.

**AGENDA ITEM III: AGES Reduction Document**

The theme of Gen Ed’s last meeting was discussion of whether to include the integrative learning requirement, and if it should be included as course based and how, given that the sort of restrictions we are operating under are one-third, one-third, one-third. The feedback from the departments indicated that they did not like that requirement. Margaret Farrar noted that the rationale for the Christian Traditions requirement that was absent from the original document was added in. Brian Katz recalled that the Gen Ed committee decided earlier in the year to take the Foreign Language requirement out. Margaret indicated that Gen Ed must house this college requirement. Brian commented that the document could refer to that fact, that Gen Ed was tasked with reducing the general education footprint, while still keeping this requirement. That’s why Gen Ed feels a lot smaller. Tom Bengtson felt this would be complicated to put in writing.

Also added was the last paragraph to the document:

Should the faculty wish to continue offering Learning Communities under the 4-1-4 calendar, they are welcome to offer an amendment to this proposal. If such an amendment passes, the General Education Committee recommends three things:

- That this proposal reflects the amended Gen Ed footprint:

<b><u>Maximum</u> course claim on BA</b>	<b>15 (43% of BA)</b>
<b><u>Likely</u> course claim on BA</b>	<b>13 (37% of BA)</b>

- That the requirement is expanded to include a 2 credit + 2 credit option that can be taught during J term, and C
- That the Gen Ed Committee is charged with exploring other ways to offer and assess integrative learning experiences.

Margaret asked the committee for comments. The committee appeared satisfied with the document. Margaret said another suggestion that this committee made was to gather a broader document and outline some of the rationale in more detail. Margaret will work on this with the committee over the next few weeks. Brian Katz suggested removing the word “strongly”.

**AGENDA ITEM IV: CATHY GOEBEL: ARHI 368 for a “D”**

**Motion-Bengtson, Second-Egan**

**“To approve a “D” suffix for ARHI 368: American Art.”**

Discussion: Margaret Farrar spoke with Cathy Goebel, who wished Gen Ed discuss the proposal and forward any questions. Cathy intends to offer this course fall term 2012-13.

A previous concern was there was such a broad survey of American Art that committee found it impossible understanding society through a lens of a particular group. No group is getting enough attention we hope they would get. Margaret Morse did get a sense of how different people from different groups represent themselves and examples helped lay out how those conversations may unfold. One request was made see objectives for the class described. Does instructor see exploring diversity as the central learning goal of the class? Do students come away with a sense of having taken a diversity class?

Margaret Farrar said in the past use of secondary sources was an issue in granting D suffixes. Do sources allow students to engage scholarly text about how difference functioned in either the literature or the art in this proposal? Meg Gillette felt that the proposal contained those sources.

**MOTION CARRIED** (one abstention)

**AGENDA ITEM V: LSFY 103: Creating a Gay and Lesbian Community [Bengtson]**

Tom Bengtson left the room during discussion.

**Motion-Katz, Second-Egan**

**“To approve LSFY 103: Creating a Gay and Lesbian Community [Bengtson]”**

Discussion: Committee thought the paper was too lengthy (15-20 pages). Margaret Farrar informed the committee that Tom intends for 8-10 pages, and will correct the syllabus. The committee felt the proposal was an excellent, model interdisciplinary LSFY course. In the spirit of advice to Tom Bengtson, Mike Egan stated that in the course description, it assumes that students do not know that people organize communities. Also advised is making a change in the third paragraph of the syllabus. Instead of examining something which ends up being a report, students should argue a case-making paper. Instead using the word “examine” in that paragraph, replace with “argue a report”, ask it as a question.

**MOTION CARRIED**

## **TRIP TO LUTHER**

Brian Katz highlighted the trip several Augustana faculty made to Luther College in February. Two issues caught his attention. The first, Luther has solved the staffing issue for their team-taught courses slightly different than what Augustana does. There are a minimum number of credits per faculty to generate a full load. When they team teach courses that minimum goes up as the number of students goes up. They teach two classes, so they need 24 credits of student load to generate a full course for a faculty member. In a four-credit load, they need at least six students per class. They have a maximum of 25 students per class. This method of accounting might allow us to manage the learning community faculty load.

Secondly, Brian was re-inspired that it is a mistake for Gen Ed to not do anything with the J term should it come to be. Luther has a first-year seminar course. These become like LS courses, but often with a communication, oral presentation focus. They are extremely positive about these freshmen-specific communication-focused courses, and they do allow their version of an LP on them. The other end of what they do with the J term is that they have a second J term requirement which are experiential courses (off campus, international, independent research, service learning, etc.).

It was asked if Luther has difficulty getting faculty to teach J term. Margaret indicated that they claimed they do, but courses can be set up almost any way a faculty member wants them to, which increases faculty participation. The Deans did indicate that these courses are self-sustaining. The number of faculty teaching them are proportional to the size of the department, except for those departments that contribute in other ways, which is exactly what Augustana does with Gen Ed now.

Patrick Howell added that oral communication focus is a great idea. Augustana has many students who struggle with oral presentations. He feels having students spend 18 days together will make them much more comfortable and will be helpful in setting the students up for success. Virginia Johnson, too, felt this piece is important to fit in the curriculum, and finding the time to do it well presently is difficult.

Rowen Schussheim-Anderson asked if Gen Ed should at this point indicate to the faculty that it would like to claim a J term for Gen Ed. Margaret Farrar felt that this would be a discussion to have sometime in the future. She indicated that Gen Ed has made it known through different forums that it is open to that and is considering it. Brian Katz felt it should be stated in the AGES reduction document. Margaret believes that sentiment comes across in the document.

## **AGENDA ITEM VI: ADJOURNMENT**

The meeting adjourned at 4:58 PM.

Respectfully submitted,

Mary Koski,  
Academic Affairs