

GENERAL EDUCATION COMMITTEE

MEETING MINUTES

April 20, 2011

Olin 304

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

Members Present: Stefanie Bluemle, Meg Gillette, Randall Hall, Alli Haskill, Carrie Hough, Virginia Johnson, Brian Katz, Jason Koontz, Joe McDowell

Guests Present: Mary Koski

AGENDA ITEM I: APPROVAL OF MINUTES

Motion-Koontz, Second-McDowell

“To approve the General Education Committee meeting minutes of April 13, 2011.”

Discussion: The second to last sentence in A.1. should read “...enough evidence of a PP.”

MOTION CARRIED TO APPROVE MINUTES OF 4-13-11 as amended.

AGENDA ITEM II: NEW BUSINESS

A. Learning Perspectives Approval

Meg Gillette and Randall Hall stepped outside the room during discussion.

Motion-Koontz, Second-McDowell

“To approve a:

- **“PA” for MUSC 301: Early Twentieth Century Music in Paris [Hall],**
- **“PL” for ENGL 315: Literature for Learning Communities/American Writers in Paris [Gillette], and**
- **Learning Community: MUSC 301/ENGL 315: Experimentalists and Expatriates: Music and Literature in Paris in the 1920s [Hall/Gillette].”**

Discussion: The committee considered this to be an excellent proposal.

MOTION CARRIED.

B. “G” Suffix Approval

Motion-Katz, Second-Gillette

“To approve a “G” suffix for RELG 300: Islam.”

Discussion: One member wanted to know if the interviewing of people was run through the IRB.

Carrie Hough clarified that if the interviewing is done for an assignment, it is not needed; if students are interviewing in conjunction with doing research, then it should be approved through the IRB.

MOTION CARRIED.

C. Learning Community Approval

Motion-Johnson, Second-Katz

“To approve a Learning Community for RELG 327 and BUSN-INTR-AKP (Australia): Experiencing a Global Economy.”

MOTION CARRIED.

AGENDA ITEM III: OLD BUSINESS

A. Learning Perspective Approval: “PP” GRMN 324 [Vivian]. This was not discussed as an updated proposal from David Ellis or Kim Vivian was not provided in response to my request that they provide justification. The proposal will go to GPG for approval.

B. Gen Ed Reduction/Revision discussion

Alli Haskill prepared the “AGES and Curriculum Realignment” document for the faculty forum on April 14th, but 6/35 did not use it at that time. She has since been asked by the 6/35 committee to share Gen Ed’s recommendations for AGES reduction. She asked the committee for feedback on the “AGES and Curriculum Realignment” document. Joe McDowell infers from 6/35 meetings, that most departments just want to know whether the Gen Ed changes will involve staffing load issues. Carrie Hough used Anthropology as an example to explain that if the LSFY sequence is retained at three courses on a semester system, there will be some programs announcing that this will make things harder for them. Anthropology, for example, has two full-time faculty, no adjuncts, and no p-t, and electives are offered every other year and can’t be offered any less. That department cannot off-load anything else if they must retain three courses for the year for LSFY there is nowhere else to cut.

Liesl Fowler had told Alli Haskill that our peer institutions to use their J-/May-term for some type of Gen Ed experience, and that Augustana would be an outlier were we not to follow suit.

Randall Hall asked that if we trim Gen Ed more, is there a way to reconfigure 6 LPs into 5? Alli Haskill indicated that there would be much resistance to that. Another way to trim would be to work learning communities into the first-year program.

At the heart of learning communities is dual perspective, and there is nowhere else students would get that intentionally. Depending on the breadth question, there might be a way to work in intentionality of dual perspectives in the cluster model if it was well regulated. Portfolios could do some of that for the students if students are motivated to keep a portfolio. Incorporating assessment into the portfolio requirement might ensure compliance. This was not addressed at Jon Clauss’ talk. The Psychology Department has a reflective component in the students’ junior year built into the major, into advising. Carrie Hough said the Soc/Anth/Social Welfare Dept.’s senior inquiry incorporates a one-credit, junior year portfolio course, but just within the major.

Joe McDowell reiterated his support for the cluster idea, and stated unless there’s objection, why not push this idea forward in Gen Ed’s tentative proposal. Joe referenced the student’s letter to Dan Lee...if we had clusters where the instructors are intentionally focused on the range of issues and addressed them the way LSFY coordinators do, it would be a much better delivery system.

Eliminate learning communities and substitute cluster models (to be more intentional of how those classes connect). The committee still has not thought through unintended consequences of this model. It might be better to have a more intentional model. A cluster of 3 might work better for scheduling than a cluster of 6. Other questions raised about clusters: When would the student begin their cluster? How would clusters be incorporated into interdisciplinary programs?

Virginia Johnson talked about a course that does not have a common course book, rather an idea, and the students read books about that idea, and the conversation becomes much more authentic. Class time provides the forum where everyone comes together to share their insights and ideas with each other. Alli asked if there was a way to fold their cluster experience into a reflective part of their senior inquiry so that before students leave here they've thought about what this extra perspective on their education has had on them. This gives them an opportunity to have a major, a minor, and other fascinating courses that tie into everything.

Suggestions:

Add a bullet under the learning communities portion of the document:

- Eliminate learning communities but incorporate intentional connections through the breadth requirements (course savings of 2).

IV ANNOUNCEMENTS

Gen Ed's next meeting will be April 27, 2011.

V ADJOURNMENT The meeting adjourned at 5:00 PM.

Respectfully submitted,
Mary Koski