

**Council on General Education Agenda**  
**January 30, 2018**  
**10-11:00 a.m., Stevenson Hall 140**

**Presiding:** Rocio Rivadeneyra

**Present:** Brian Aitken, Alan Bates, Kelsey Curry, Rebekka Darner-Gougis, Sally Parry, Carla Pohl, Rocio Rivadeneyra, Abigail Robertson, Jonathan Rosenthal, Benjamin Stiers, and Chad Woolard

Rivadeneyra called the meeting to order at 10:02 a.m.

Introductions were made.

**Action Items:**

**1. Approval of Minutes**

The question was called. Pohl made a motion to accept the December 5, 2017 minutes. Woolard seconded. All in favor, none opposed. The minutes were accepted.

**2. PHI 257 Medieval Philosophy (new course proposed for Humanities) & PHI 270 Existentialism (new course proposed for Humanities)**

Rivadeneyra reminded members that both courses were discussed at the last meeting but the question had not been called for either course. At that time, members had decided neither course met the necessary criteria to be considered for the Humanities. Woolard mentioned that much of the material covered in both courses was already being covered in other General Education courses. Rosenthal informed members that both courses had been approved by the University Curriculum Committee.

Rosenthal made a motion to reject both courses for the Humanities designation. Parry seconded.

All in favor, none opposed. The motion passed

The Department of Philosophy was informed of the decision.

**3. ENG 160, Introduction to Studies in Women's Writing & ENG 165, Introduction to African-American Culture (both proposed for Humanities)**

The courses were proposed by Dr. Christopher De Santis, Chair, Department of English. The Council concurrently reviewed and discussed both courses.

Parry informed members there are parallel descriptors in Illinois Articulation Initiative (IAI) for both courses. Rivadeneyra let new members know the Council typically looks to see if General Education courses have parallel descriptions/courses in IAI so that it is easier to transfer. Aitken confirmed that this helps students transferring from other schools and mentioned that many students take History and Philosophy courses to fulfill the requirement. He believed both courses were good courses and would be welcome additions to the Humanities category.

Parry noted that both courses are currently offered and had, at one time, been a part of the University Studies program. Rosenthal and Parry were not sure if both courses counted toward IAI requirements. Aitken

believed they both counted toward IAI in the catalog as sub-waivers have not been needed up this point. Rosenthal thought both courses seemed to be a good fit for the Humanities designation and would provide additional needed capacity.

Pohl asked for verification the courses were not currently in General Education. Rosenthal confirmed neither course counted in the current General Education structure. Rivadeneyra mentioned both courses would fit nicely into the proposed IDEAS graduation requirement if the proposal were approved.

Pohl made a motion to accept both courses for the Humanities designation. Woolard seconded.

All in favor, none opposed. The motion passed.

Rosenthal will notify De Santis of the Council's decision.

As a follow-up question, Darner-Gougis asked how concerned the Council was with minutia found in syllabi. For example, one of the syllabi provided contained an outdated office title within it. Rivadeneyra responded the Council was more concerned with the fit of the course in General Education, although IDS course materials are reviewed more stringently as the Council is the approving body for those courses. Parry mentioned there are numerous sections taught by numerous people and it takes some time before all course syllabi and materials catch up to new terminology. Rosenthal also added the home department is responsible for noticing and updating those details.

#### **4. TCH Request for Social Science (SS) General Education Exemption**

The request was forwarded to the Council by Dr. Linda Haling, Chair, School of Teaching and Learning (TCH). Rosenthal reminded members when the University re-did the General Education program, departments/schools were allowed to create an exemption for their students in an area that was substantially covered within their major requirements. For example, History majors are exempt from having to fulfill the U.S. Traditions General Education requirement.

Previously, as the College of Education required all of its majors to complete Psychology 110, there was no need for a SS exemption. However, changes in licensure have occurred and those students pursuing a major in Middle Level Education are no longer required to take Psychology 110. At the time of these changes, the need to request such an exemption for these students was overlooked and now there are students who will be graduating who have not met this requirement. Haling was asked to provide documentation of required coursework that would warrant the SS exemption.

After reviewing the provided documentation, Parry felt the inclusion of EAF 228 but not 231 and 235 was problematic as students can take these other courses to fulfill requirements. Rosenthal asked if TCH should be asked to make a case for the two courses and Parry confirmed they should be asked to include them. Aitken questioned if the exemption was meant to be just for one term or from this going forward. Rosenthal clarified the exemption is being requested from the new catalog going forward and believed TCH may ask to have the exemption grandfathered in for past terms.

Aitken felt the request was déjà vu as TCH requested a similar exemption for the Quantitative Reasoning designation in fall 2017. Bates and Rosenthal clarified that exemption was not for all majors and was not applicable for Middle Level Education majors. Rosenthal added Early Childhood Education majors already have the SS exemption and that the Middle Level Education program was the last to go through the new licensure process.

Rivadenebra felt there was not a lot of supporting evidence for the SS exemption in the provided documentation. Woolard agreed as he felt philosophy was more prevalent than actual social science. Rivadenebra confirmed she felt there was evidence of social but not social science provided. Parry suggested TCH highlight where they feel the SS aspects are covered by their current requirements. Rosenthal will contact Haling for more information and clarification of SS aspects.

The item was tabled until receipt of additional information.

#### **5. IDS 128, Thriving in College, Career and Beyond (new course)**

The course was proposed to the Council by Pamm Ambrose and is a joint venture between University College and the Career Center. The course would be a combination of the currently offered IDS 106 and IDS 122 and is proposed as a three-hour, elective course.

Aitken reminded members IDS 122, First Year Learning in Communities Seminar (LinC), is currently an 8-week, one credit hour, transition course for students. The course works to transition students to career development, college preparedness, and student engagement. Based on study findings by the Career Development Task Force, the purpose of this proposed course is to reinvent the way we approach career preparedness in college. Aitken believe going forward, IDS 122 would no longer be offered. IDS 106, Career Choice, would continue to be offered to upperclassmen but would look differently than it is now. In addition, IDS 108, University Success Skills is still being offered this coming fall.

Parry commented IDS 128 had aspects of the now defunct Foundations of Inquiry. Parry and Rosenthal informed new members of the background regarding Foundations of Inquiry. Woolard questioned what the readings were that students would be required to complete. Parry also had concerns regarding the academic rigor of the course and if it should be worth three credit hours to which Rosenthal also expressed concern. Aitken believed that the course would be more experience driven but agreed that more rigor may be needed to justify the three credit hours.

Parry pointed out the sample syllabus should include the array of required readings and what outside activities students would be required to complete. Rosenthal mentioned in the past he had been opposed to this type of course. However, he informed members that many campuses offer this type of course as part of the freshmen experience. A question was raised regarding the 2.5 contact hours mentioned in the proposal. Aitken clarified the 2.5 hours listed was most likely in reference to actual clock hours. Rosenthal agreed the contact hour information needed to be updated and suggested a not for credit if had statement be added to the proposal to prevent students enrolled in LinC and Success 101 from taking the new course. Rivadenebra requested Honors students be added to that list as well as they are already required to take a similar course. Parry agreed they should be excluded as well.

Darner-Gougis wondered how much of the new course content is already being done by advisors and pointed out Success 101 seems to already be doing much of what is to be covered by the course. Parry responded many departments have a pro seminar or another course their majors take as upperclassmen within their respective programs. However, Parry pointed out that as the purpose of the course is to get students thinking about possible career paths earlier in their academic career, the course would not replace what happens later within the departments.

Darner-Gougis pointed out that students can go to the Career Center now without having to have a course in place to do so. She wondered if it was wise to give course credit for something students should be doing

anyway. Aitken added several departments had freshmen seminars that made visiting the Career Center a course assignment. He wondered how many students however, would visit the Career Center otherwise.

Rosenthal responded research done by the Career Development Task Force found the relationship among students and both the Career Center and advisors tends to be transactional in nature rather than developmental. One of the purposes of the course is to help students build the skills employers are looking for such as critical thinking and leadership skills. Rosenthal acknowledged there are colleges and departments, such as the College of Business and Mennonite College of Nursing, which already have parallel programs that provide students with a great sense of direction. However, other areas on campus struggle with this and would be greatly served by a course of this nature.

Parry wondered if Undeclared students would be the primary target of this course. Rosenthal believed the focus would be on those students. Woolard believed additional academic rigor could be built into the course while Parry suggested critical inquiry skills should be front-loaded into the proposal. Rosenthal will contact Ambrose with the Council's suggestions and request additional information.

The item was tabled until receipt of additional information.

A motion was made by Rosenthal to adjourn. Parry seconded.

Meeting adjourned: 10:38 a.m.

Respectfully submitted,  
Soemer Simmons