

**Council on General Education Minutes**  
**February 13, 2018**  
**10-11:00 a.m., Stevenson Hall 140**

**Presiding:** Rocio Rivadeneyra

**Present:** Brian Aitken, Alan Bates, James Cunningham, Rebekka Darner-Gougis, Sally Parry, Carla Pohl, Rocio Rivadeneyra, Jean Standard, Benjamin Stiers, and Chad Woolard

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

**Guests:**

Dr. Linda Haling, Chair, School of Teaching and Learning  
Dr. Stephen Mertens, Associate Professor, School of Teaching and Learning  
Michael Minton, Associate Director, Career Center  
Laurenn York, Coordinator, Career Center

**Action Items:**

**1. Approval of Minutes**

The question was called. Parry made a motion to accept the January 30, 2018 minutes. Aitken seconded. All in favor, none opposed. The minutes were accepted.

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

The request was tabled from the previous meeting. Members requested additional information from the School of Teaching and Learning (TCH) regarding where they felt SS aspects were covered by their current requirements, as well as the inclusion EAF 231 and EAF 235 in their proposal rationale. Dr. Linda Haling, Chair, provided the information to the Council for review.

Parry asked Haling why Middle Level Education majors did not previously have the SS exemption. Haling explained that the exemption had actually been in place for these students prior to the *2014-2016 Undergraduate Catalog*. However, the exemption did not appear in subsequent catalogs. Haling believed it was an oversight that occurred during the redesign of the major in response to licensure requirement changes.

Rivadeneyra asked if Psychology 110 was no longer required. Haling responded if student enrolled in Psychology 302, Adolescent Development, then 110 was still required. Haling went on to explain that with the redesign of the major, a proper emphasis on early adolescence was infused into almost every course. Rivadeneyra that commented she felt the updated information provided by Haling more clearly showed an emphasis toward a social science which made her feel more comfortable with approving the proposed exemption. Parry agreed with Rivadeneyra the revisions were good and answered many of the questions members had at the previous meeting.

The question was called. Woolard made a motion to approve a SS General Education exemption for Middle Level Education majors. Parry seconded.

All in favor, none opposed. The motion passed.

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

The proposal was tabled from the previous meeting pending receipt of additional information. At that time, members requested a proposed reading list for the course as well as additional information regarding its academic rigor.

Michael Minton, Associate Director of the Career Center and Laurren York, Coordinator gave members background information regarding the course. According to Minton, staff from the Career Center and University College has been working on the course for approximately one year. Discussions began between the two units when it was noticed during Admission Open House events, the sessions regarding career readiness continuously increased with both students and parents expressing concern in finding careers. Minton added that studies show college freshmen are now more concerned with getting a better job after graduation.

The proposed course is a combination of IDS 122, First year Learning in Communities Seminar (LinC) and IDS 106, Career Choice. In the past, Student Counseling was responsible for IDS 106. However, in 2011, responsibility of the course was moved to the Career Center. Both courses are currently offered for one hour of credit and have a similar focus on career exploration. However, IDS 122 focuses more on civic engagement and welcoming students to college life.

York is the director for IDS 106 and informed members students are requesting more information and opportunities than what is currently available in the course. York explained that due to the limitations of offering only a one-hour course, students do not have the opportunity to explore topics in depth. York confirmed that she is in agreement that there needs to be academic rigor in the proposed course and not just for the sake of more content, but rather as a way to explore themes on a deeper level.

York explained that in IDS 106, themes are touched upon but not in a specific way and students are not given hands-on opportunities to explore these themes. The same is true in IDS 122 where students only explore the surface level of presented materials. The purpose of making the new course worth three hours is to help students embrace themes in a deeper level through assigned readings, critical discussions and hands-on learning projects. According to York, three hours is needed for students to have these opportunities and added she consistently receives requests from students for the class to be expanded during their exit interviews.

Minton added research shows increased efforts in academic and career planning help increase graduation rates and student's overall academic success in college. He also pointed out that from an economist point of view, students are not as involved in one-hour courses as they may be when taking a three-hour course. With more uncertainty in the job market and with new positions being created all the time, career counseling has moved toward a Values, Interest, Personality, Skills (VIPS) approach. By making the new course a three-hour course, this allows students to dig deeper for reflection, thereby making the course more meaningful to the student.

Darner-Gougis asked if IDS 106 and IDS 122 would no longer be offered if IDS 128 was approved. Minton confirmed IDS 128 would replace IDS 122. However, IDS 106 would still be offered. The target population for the course would be redirected toward upperclassmen and transfer students. First-year students would be prohibited from taking IDS 106.

Aitken wondered if the new course should have the caveat of "Not for Credit if Had" for IDS 106 or if students would be blocked all together from taking IDS 106 if they had completed IDS 128. Minton agreed Aitken had a

good point and while he would need to think about it, believed enrollment could be blocked. York clarified students could take IDS 106 for credit if they had not previously taken IDS 128 as class content should not be repetitive. Parry asked members if IDS 106 would need to be revised to include the “Not for Credit if Had” restriction for IDS 128. Aitken confirmed it most likely would need to be revised.

Parry asked Minton and York if there had been any research done on the retention statistics of those students who had taken IDS 106 versus those who had not enrolled. Minton informed Parry there hadn’t been any such research but it would be helpful information to have going forward. York confirmed she had anecdotal information from students based on their intake forms and found that those who completed the course tended to stay as they completely embraced the experience. However, York cautioned members that actual data was not available to confirm or dispute the observations.

Parry agreed it would be interesting to be able to compare actual data with the anecdotal information. Woolard asked if the retention rate was around 80%. Parry believed it was still high. Aitken verified the rate was 93% for the first year, 85% for the second year and was around 71% at graduation. He also pointed out retention rates were tracked for those students in LinC and the Success 101 program.

Standard mentioned a review had recently been completed for History 100. The course is required for all History majors and focuses on first year/first semester students pursuing the major. Standard pointed out that many majors offer a similar course that address career preparedness and wondered how IDS 128 would be then be “Not for Credit if Had” if students completed one of those courses.

Minton responded that many of those departments had approached the Career Center for assistance in the creation of those courses. These courses tend to focus more on career readiness in a particular field while the new course would provide a larger picture for career development. Content would focus more on student skill reflection and help to provide a vision for what students would like to do. Minton explained content in those courses offered by the majors was related but with a different focus. This focus included facilitating resume preparations and focusing more on internship opportunities.

Parry asked if the target population for IDS 128 was primarily undeclared students. Minton did not believe so as those students who are FTIC with a declared major tend to be fairly similar to undeclared students. York pointed out that while some of the students currently enrolling in IDS 106 may have a major or vision, some of these students will change their mind after completing the course. IDS 106 gives students an opportunity early on to try different options and allows them to form a concrete idea of what truly fits them.

Woolard pointed out that while the reading includes topics of civic engagement such as volunteerism and involvement, there is no mention of political engagement. As we prepare students for the future, Woolard felt the encouragement of political activism should be included within the course’s content. Minton agreed and pointed out that students would be required to complete a service project. This project would be of the student’s choosing and could include a political engagement focus. York added the course would be partnering with other areas on campus and would have a focus beyond volunteerism. In addition, Minton mentioned plans and activities for the fall had not been updated yet as many are waiting to incorporate the potential surge in political activism in response to the upcoming elections. Woolard told Minton he would be happy to assist them with trying to incorporate additional political engagement readings and activities into the course proposal and syllabus.

Rivadeneira mentioned many of the readings, as well as the course themes, were taken from pop media, non-scholarly sources. She would like to see more heft in the readings by including more academic readings.

Woolard pointed out in the area of student development, specifically, what behaviors make students successful, there was little information provided to students. Darner-Gougis added growth mindset literature is very approachable and could be incorporated into the proposed readings. Minton agreed selecting readings that will hook students and keep them interested is difficult which is why *The Huffington Post* is used as source. Aitken agreed that is challenging to find academically rigorous readings while keeping students engaged in class.

Members returned to the earlier discussion regarding updating IDS 106 to include the “Not for Credit if Had” statement for IDS 128. Rivadeneyra questioned if the statement should appear on just the IDS 128 proposal. Aitken mentioned it would be safest to put the statement on both courses and that it would be a relatively minor change to IDS 106. Parry agreed IDS 106 would need to be revised although the revision would be more editorial in nature. Woolard asked who would need to initiate the request and Parry responded the same group proposing IDS 128 would need to propose the revision to IDS 106.

Parry moved to send the proposal back to include the “Not for Credit if Had” IDS 106 statement, as well as encourage the addition of political engagement pieces as part of the civic engagement portion of the course proposal. Darner-Gougis seconded.

All in favor, none opposed.

The proposal will be sent back for revision.

#### **4. IDS 107, Summer Success Skills (new course)**

The course was proposed to the Council by Pamm Ambrose from University College. Aitken pointed out the course had been offered for the past three or four years as a temporary course. Darner-Gougis questioned how many students come early in the summer and would actually need the course. Aitken responded that primarily student athletes enroll in the course now as they arrive to campus early. Darner-Gougis asked if the course was open to other students. Aitken confirmed the course was available to other students and approximately a dozen students enroll each summer who are not student athletes.

Rivadeneyra questioned why a temporary course has been offered for the past three to five years. Parry confirmed this was too long as temporary courses are only allowed to be offered three times. Unfortunately, there is no automatic check mechanism in the system to catch these issues. As such, courses are manually checked. Aitken believed work on the proposal for IDS 128 may have triggered review discussions for IDS 107.

Parry mentioned the proposal was similar to what was being proposed for IDS 128 and questioned the course’s academic rigor given the request to make it a three-hour course. Aitken wondered if the proposal for IDS 128 was approved, if that course could be taught in the summer as opposed to IDS 107 as both courses appeared to try and accomplish the same goals/objectives.

Darner-Gougis pointed out the course attempted to instruct students on how to read syllabi and use Reggie Net. Parry mentioned out that Reggie Net poses issues for even upperclassmen. Darner-Gougis responded that many faculty do not use Reggie Net to its full capabilities which cause confusion with students who do not know how to use its expanded features. While the course appears to touch on different aspects of being a new student, Darner-Gougis wondered why the course was being proposed for three-hours.

Rivadeneyra wondered if it was being proposed for three-hours because of a need by student athletes to have three hours over the summer. Parry believed regardless of the reason, the course ought to have academic

rigor. Darner-Gougis agreed and felt it was great for a one-hour course. Parry stated the course content either needed to be bulked up or agreed with Aitken that possibly IDS 128 should be offered in the summer instead of IDS 107. Rivadeneyra, Woolard and Pohl agreed with the sentiment.

Pohl asked if the course was offered for credit. Standard confirmed the course counted toward graduation. However, as this course was only supposed to be offered three times, it would either need to be removed or requested to be made permanent. Parry informed members departments offer temporary courses as a way to gauge potential interest for a particular course.

Members decided they would like to speak with Ambrose before further discussing the proposal.

The item was tabled until Ambrose is available to speak with the Council.

A motion was made by Pohl to adjourn. Aitken seconded.

Meeting adjourned: 10:50 a.m.

Respectfully submitted,  
Soemer Simmons