

Council on General Education Minutes

November 2, 2021

10 a.m.-11:00 a.m., STV 140

Presiding: Chris Worland

Present: Brian Aitken, Allison Antink Meyer, Mary Elaine Califf, Linda Clemmons, Gregory Ferrence, Genevieve Fritz, Amy Hurd, Yvette Pigman, Rocio Rivadeneyra, Indira Robinson, Amy Wood, and Chris Worland

Guests:

Malinda Aiello, Program Director, Illinois Articulation Initiative

Allison Rand, Instructional Design Librarian, Milner Library

Lindsey Skaggs, Instructional Design Librarian, Milner Library

Worland called the meeting to order at 10:04 a.m.

Action Items:

1. Approval of October 19, 2021 Minutes

Worland asked if there were any corrections to the October 19, 2021 minutes as submitted. There were no corrections. The minutes were accepted as submitted.

2. IDS 117 Information, the Internet, and You: Becoming a Critical Consumer and Creator (new course proposed for SS designation)

The course was proposed by Lindsey Skaggs, Instructional Design Librarian, Milner Library.

Skaggs explained the course was proposed as a way to teach information fluency skills. It would serve as a bridge between introductory General Education courses and the more advanced courses. Skaggs noted while many courses had finding and evaluating sources incorporated in them, there isn't an explicit focus on it.

Ferrence liked the general concept of the course and noted it was a big change in how students use and access information available to them. Students all use Google. However, the University pays for different search engines and Ferrence would like to see how students could connections between both. Wood really liked the event review assignment. Califf and Aitken believed the content should be a requirement for all students. Rivadeneyra responded as part of the proposed re-design of the General Education program, a foundational band would be created that this course would be a good fit in. Aitken thought there was a great future for this course, and he could see the potential for future expansion.

Worland believed the Library would need to lean on University College and department advisors to relay the importance of taking the course to students. Fritz noted in her HIS 100 course, students spent 30 minutes of one class at the Library to learn about available services. She felt having an entire course would be extremely beneficial to students.

Skaggs noted students aren't sure how to use information in the "real world." The hope is that this course would help students learn how to conduct research in different ways by making them more

familiar with the resources available on the open web. Library staff get invited to attend classes but have very minimal time to discuss resources. Wood questioned why ENG 101 and COM 110 were required prerequisites. Skaggs responded a foundation in college-level writing would be beneficial and would better prepare students for necessary discussions. In General Education courses, we work to teach students foundational skills regarding finding information. With this course, Skaggs hoped to reach sophomores who are generally underserved in this area.

Wood wondered if having the prerequisite courses would limit the number of students who could take the course. Aitken believed students would be able to take it by their sophomore year as only a very small number of students haven't completed both courses by the end of their first year. He feared though students would feel the course was more for personal enrichment and that it potentially could get lost in the shuffle.

Ferrence liked the idea of requiring students to have completed a few courses prior to enrolling in this one as it would help them be more prepared to take a more advanced look at the material. He felt the course had the potential to see high enrollment and which would depend, in part, on how the course was advertised. Califf suggested changing the prerequisite to having completed ENG 101 or COM 110 as the and/or statement was confusing. Hurd also suggested the prerequisite statement of "or equivalent" be removed as Campus Solutions could not programmatically process it.

Clemmons agreed she could understand having ENG 101 as a prerequisite but wondered if students could enroll during their second term. Rivadeneyra agreed and suggested changing the prerequisite to "concurrent enrollment" instead. Aitken pointed out then it would be very easy for first semester freshman to enroll in the course and thought the course would be more beneficial if students already had learned the basic skills. Worland suggested the prerequisite be COM 110 and ENG 101 or concurrent enrollment.

Ferrence asked if Skaggs had any feeling as to how many sections of the course would be offered and how often. Skaggs said at first, one section would be offered every semester with the hope to scale up as needed as interest grew. Wood asked how many seats Skaggs thought they would offer to which Skaggs responded 25 seats was what was currently being discussed by Library staff.

A motion was made by Aitken to accept IDS 117 as a new course pending revision of the prerequisite statement. Seconded by Wood.

11 in favor, none opposed, one abstained.

The motion passed.

Council members then began discussions regarding the proposal's request for the SS designation.

Rivadeneyra noted the course seemed broader than the SS designation and added it could fit just about anywhere. Worland agreed that this was an issue when trying to determine which designation was the best fit. Based on previous Council discussions and the designations' descriptions, Library staff ultimately felt the SS designation was the best fit and offered the most flexibility. Ferrence thought from the science perspective, the topics covered fit within the SS side and he was alright with the designation choice. Wood agreed the course seemed to align with the SS definition.

Worland informed Council members the intention regarding enrollment and course interest was that being part of General Education would help distinguish the class from just being for personal enrichment. Antink Meyer believed that after reviewing the topics and reading list, she could see SS aspects and how they were reflective of the SS knowledge domain. Ferrence wondered if there was any concern that if the course was wildly popular, it would decrease enrollment in other SS courses? Rivadeneyra responded there are so many courses in the SS category that others wouldn't be greatly impacted. Califf added that ultimately a conversation would be needed to determine where the course could fit into the new proposed General Education program.

A motion was made by Ferrence to accept the course for the SS designation. Seconded by Rivadeneyra.

All in favor, none opposed, none abstained.

The motion passed.

3. ECO 138 Economic Reasoning Using Statistics (existing course revision)

The revision was proposed by Dr. Susan Chen, Professor, Department of Economics.

Worland noted it appeared the revision included adding MAT 351 to the list of courses not for credit if had. Wood asked what the purpose of adding it was and asked if students could use the course toward the major. Worland responded some students may take a different path in that they double major/minor. These students had fulfilled the requirement by taking coursework in Economics but then are required to take it again in other majors, thereby adding an additional course. The department feels skills learned in MAT 351 are similar to those learned in ECO 138 which is why the revision was requested.

Ferrence noted majors had to take MAT 351 while minors had to take MAT 252. He asked what the value would be for Math majors to have to take a course a level behind it. Aitken responded the department had been processing substitution requests and petitions to correct the issue. Hurd added since ECO 138 has been decoupled from PSY 138, students could take either course.

A motion was made by Rivadeneyra to approve the course revision. Seconded by Califf.

All in favor, none opposed, none abstained.

The motion passed.

4. PSY 138 Reasoning in Psychology Using Statistics (existing course revision)

The revision was proposed by Dr. Gregory Braswell, Professor, Department of Psychology.

Worland told Council members the proposed revisions included the addition of MAT 113 as a prerequisite and the removal of the use of SPSS software as a course requirement. Because of the addition of the MAT 113 prerequisite, Aiello asked if the course was approved for IAI as IAI courses are not supposed to have prerequisites. She explained while it could be a requirement to demonstrate college-level readiness in math, per IAI rules, a specific math course could not be required. Ferrence asked if MAT 113 was considered high school level math. Aitken pointed out that this would cause issues with all math courses in General Education. He added students cannot enroll in MAT 121 directly

without having met a prerequisite. Rivadeneyra noted the revision would make it easier for students to enroll and noted ECO 138 still maintains the MAT 120 prerequisite.

Aiello cautioned that with the new prerequisite, when the course comes up for IAI review, it will lose its IAI designation. Aitken asked how the course was approved in 2006 and was allowed the IAI designation at that time. Aiello responded at the time, the State was trying to get the IAI program up and running and it most likely fell through the cracks. Ferrence asked if it was a hard/fast rule as several Chemistry courses have math prerequisites as without the math background, it has been shown students do poorly in the courses. Aiello explained having math placement requirements is acceptable as it is not a specific course requirement. There is a very hard line as students should not have to have extensive knowledge in order to take a General Education course.

Rivadeneyra expressed concern that all the 138 courses, as well as MQM 100, would lose their IAI designation. Aitken responded POL 138 did not have an IAI designation but did have the QR designation for General Education. He added the removal or limiting of prerequisites would change how our current General Education works. Hurd noted the issue was definitely going to be a cause for conversation going forward.

Worland noted that the syllabus still noted some exams would utilize the SPSS software. Rivadeneyra questioned if the language was left open enough where it could be used but would not be required. Antink Meyer pointed out per the syllabus, the four exams would require use of SPSS. Worland thought it may be just an oversight. Wood asked if course instructors could select which software would be used in the course. Rivadeneyra confirmed instructors were allowed to select the software and that faculty were allowed to change the syllabus. Ferrence noted that by mentioning a specific software, it then tied the hands of the University to purchase a subscription to that software.

A motion was made by Aitken to accept the course revision pending a language change to the syllabus to remove the SPSS requirement. Wood seconded.

All in favor, none opposed, none abstained.

The motion passed.

5. SPA 119 Academic Spanish for Spanish Speakers, Part I (new course proposed for QR designation)

Tabled to next meeting due to time constraints.

6. SPA 120 Academic Spanish for Spanish Speakers, Part II, (existing course revision)

Tabled to next meeting due to time constraints.

7. IDEAS Panel of Experts Selection

Tabled to net meeting due to time constraints.

A motion was made by Antink Meyer to adjourn. Seconded by Wood.

Meeting adjourned 11:00 a.m.

Respectfully submitted,
Soemer Simmons