

University General Education Council
February 25, 2015, 3:30 p.m. - 5:00 p.m.
Adams Center Classroom

Present: E. Gumm, G. Straughn, R. Ashlock, L. Baker, C. Flanagan, M. Garver, B. Hammack, D. Perkins, J. Nichols, K. Pamplin, P. Roggendorff, N. Santana

Absent: C. Niccum, M. Smallwood, P. Wertheim, J. Xu

Ex-officios: both were absent

Guests: C. Bennett, S. Lewis, S. Macaluso, R. Morgan

The meeting began at 3:30 p.m.

I. Call to order by E. Gumm

II. Prayer by M. Garver

III. Approval of the minutes from 2.11.15

Motion to approve by R. Ashlock; seconded by K. Pamplin; all in favor; none opposed; motion passes.

IV. Include ANTH 101 in Social Science and Cultural Awareness menus

S. Macaluso presented this proposal. ANTH 101 is an introduction to the four fields of anthropology, not just cultural anthropology. This course hasn't been taught since 2006, but it will be taught this fall. The department wishes to return it to the Social Science menu and add it to the Cultural Awareness menu. The department believes it is a good course for both menus, particularly because it's a lower level course. J. Nichols asked why was it removed from the Social Science menu in the first place. S. Macaluso answered that the department forgot to add the course when everything was reevaluated for the general education menus several years ago. She also noted that some students transfer this course to ACU. K. Pamplin then asked what is the typical transfer course. S. Macaluso noted that is tricky because many schools offer an introduction to cultural anthropology, which is not a direct transfer to ACU's course; however, some larger schools have a class that can be a direct transfer. It was noted that the submitted syllabus lists the course as ANTH 111, not 101, S. Macaluso said she would correct that. There was then a brief discussion about dealing with student questions about faith and evolution. S. Lewis noted that the course is still listed in the department of Social Work, not Communication and Sociology. S. Macaluso stated that they have submitted a proposal to UUAC to change the department of record.

Motion to approve the course for both menus with the syllabus change by R. Ashlock; seconded by K. Pamplin; all in favor; none opposed; motion passes.

V. General Education Review - Findings and Recommendations

G. Straughn began by stating that the council would consider and discuss reducing the number of English hours and adding or adapting a historical literacy requirement. C. Bennett was at the meeting to address that from the pragmatic/philosophical standpoint of the department. R. Morgan was also at the meeting to discuss the historical literacy piece.

Discussion with English

G. Straughn then mentioned that ACU would require ENGL 112 and the competencies of ENGL 111 would be the prerequisites. Many students bring in ENGL 111, so they would start at ENGL 112, but ACU would still offer ENGL 111 for students that need it. He then asked C. Bennett what effect would this have on the department. C. Bennett clarified the wording on the proposal by stating that a student must bring in ENGL 111 through either dual credit, AP scores, or CLEP scores. He does not think reducing the number of English hours is a good idea. The department is concerned with the fact that writing quality is not best addressed by dropping ENGL 111. He then mentioned that students could have an “admission deficiency” if they do not bring in credit for ENGL 111. He also brought up the Rising Junior Level Proficiency Exam, which is given at some schools (i.e. Harding). Students who don’t take their composition courses at that school are required to take the essay exam that is graded at a pass/fail level by a panel. If a student fails the course then he/she must take a composition course. C. Bennett noted that he isn’t recommending it, but it could be a possibility. It would serve as a gatekeeping device, as the exam does not equate to ENGL 112. G. Straughn said that he would want to know if our aspirational institutions do the exam, or if competitor schools give it. C. Bennett indicated he would research some of our aspirational institutions to see if they give the Rising Junior exam. Several council members noted that junior year is quite late to give this exam, and it was recommended to make the exam part of or a prerequisite for CORE 210 or BCOR 310.

Discussion with History

G. Straughn began by noting that it could be possible to take the “general education elective” and change it to focus on a historical literacy menu. He stated that the council should consider if this would be a particular requirement of a different menu, or a requirement of general education, but not fit into a certain set of three hours; this would allow double-dipping, which is not something currently done. E. Gumm then clarified that students can double-dip between general education courses and their major courses, but they cannot double-dip between two different areas of the general education requirements with one course. R. Morgan stated that there is a high value in getting students to think historically. In terms of what could be historical literacy, there would need to be a lot of attention to historical thinking, like periodization as it relates to continuity and change (i.e. art history, music history), as well as putting things into historical categories. There should also be an emphasis on causality and working with primary sources. He mentioned a course he had taught at Oxford; it was a six hours

course that fulfilled English and History requirements. The students had a great understanding of Dickens while also reading about labor history. Those sorts of skills of historical thinking and methodology would be good for a historical literacy requirement. G. Straughn asked if HIST 117, 118, 221, 222 would meet those criteria. R. Morgan said it would depend on who is teaching the course; he said his syllabi for those courses would meet that criteria. He mentioned that professors could adjust their syllabi to meet any new requirements. G. Straughn then mentioned that instead of changing the general education elective to a historical literacy menu, the social science/fine arts menu could have a stipulation that a student is required to have three hours of historical literacy and the other three hours could be from social science/fine arts/ humanities. He then noted that the last area of the Committee's report that the Council will discuss is the possible reduction in the required CORE hours.

The meeting adjourned at 4:43 p.m.