

**University General Education Council
February 26, 2020, 3:30 p.m. – 5:00 p.m.
Adams Center Classroom**

Present: K. Witemeyer, J. Smith, C. Flanders, L. McCurley, M. Rogers, M. Ice, K. Wick, R. Green, C. Flanagan

Absent: D. Kneip, B. Rix, D. Flanagan, J. Prather, M. Straughn, K. Jang

Ex-officios: B. Carroll, C. Riley, E. Gumm (S. McDowell was absent)

Guests: K. Elliott, G. Brooks, J. Camp, L. Lemley

The meeting began at 3:32 p.m.

I. Call to order by J. Smith.

II. Prayer by M. Rogers.

III. Minutes from 12/11/19

Motion to approve minutes by K. Wick; seconded by C. Flanagan; 6 in favor; 1 abstention; motion passes.

Action Items

IV. HIST 330 – Inclusion on Historical Literacy Menu

K. Elliott - This course is already in the catalog. M. Rogers – On the issue of broad coverage, is that number of years covered or depth of subject matter? K. Elliott - The committee who created these criteria (I was on that committee) intended to focus not on the scholarship but the content regarding breadth. The intent was not broad chronological coverage, but the content of the history itself.

Motion to approve by K. Wick; seconded by C. Flanagan; 6 in favor; 1 against; motion passes.

V. HIST 330 – Inclusion on Cultural Awareness Menu

C. Flanders - How many criteria must be filled and to what level for making determinations for inclusion? J. Smith - Our expectation is that the courses we approve will address all these criteria and general education competencies. They don't have to be equally weighted, but they do need to meet the overall criteria. Since culture has so many different definitions, the cultural awareness criteria are the most challenging to address. C. Flanders - Has a course ever been rejected? And if so, on what grounds? J. Smith - It has happened. As the University Requirement menus have changed over time,

things shift. We have encouraged departments not to seek inclusion on more than two menus for a particular course. E. Gumm - There have been courses that have applied and gone back to revise in light of the criteria before approval was granted.

B. Carroll - It advocates for courses with no prerequisites, but this course requires ENGL 111 and 112. K. Elliott - The intent was to keep first-semester freshmen from being in the course. Give them a chance to get experience writing papers. The intent was not to create a barrier. The intent is to have a wide net to encourage students from multiple majors to enroll. R. Green - Could we adjust the prerequisite to sophomore standing? J. Smith - That is not under our purview today.

C. Flanders - I see mention of the criteria being measured by blog posts and two questions on the final exam. Is that sufficient for engagement with different cultures? K. Elliott - We are focused on letting the sources speak for themselves. There is a lot of reading, a lot of in-class discussion. It is a culturally sensitive way of dealing with a problem at the university of having white instructors teaching a course about Black history. We want to engage students in these conversations. C. Flanders - What you've described here goes beyond what I see referenced in the syllabus and the criteria document. I like what you've described. This course clearly qualifies, but I would like to see a more robust discussion of these qualifications in the documentation.

K. Wick - Is it going to be current enough for cultural awareness, with addressing communication? There is nuance there. K. Elliott - The major research project has to be in the time period between the emancipation proclamation and the civil rights movement and the major presentation discusses a modern personage. Students are asked to compare and contrast these elements, so there is a modern application. C. Flanders - I'd love to see more finely articulated measures with more detail of what is actually happening in the course to address the specifics of these criteria so we have those on record.

Motion to table and request more specifics by R. Green; seconded by C. Flanders; 3 in favor; 1 against; 3 abstained.

J. Smith - We will seek more information and then we will bring this item back to the council.

VI. FAM 262 – Inclusion on Social Science Menu

G. Brooks - The course is an introduction to the scientific study of intimate relationships--relationship formation, maintenance, and dissolution. It is a 200-level course. It has no prerequisites. It meets the criteria for small groups with the emphasis on relationships and families. K. Wick - If this is to appeal to more than one major, which others do you expect this to appeal to? G. Brooks - Psychology, sociology, social work, as well as it a broad base of students beyond major considerations. We've offered it in the past and we've had students from nearly every major select it. C. Flanagan - Can you talk about the course content in terms of research? G. Brooks - Research is of particular importance. Everyone has a family and relationships and everyone has opinions and strongly held beliefs about them. It is particularly important to reflect but we also insist on research to add objectivity. K. Wick - Do you include same-sex

relationships? G. Brooks - Yes. All types of couples share the same challenges. When there are differences, those are significant and we talk about them as well.

Motion to approve by K. Wick; seconded by C. Flanagan; all in favor; motion passes.

VII. COMM 310 – Inclusion on Cultural Awareness Menu

C. Flanders - I have the same concerns with this course as the previous one. I'd like to see more detail. J. Camp - I would like to retool it and bring it back. I've taught this course twice. It focuses on how to have a meaningful conversations on difficult topics. We have guest speakers come in to give examples of how to communicate positively. We approach so many cultural discussions from our own island, and we need to build bridges to other islands to meet people from other perspectives. K. Wick - You didn't speak to criteria 3 or 4. C. Flanders - The "other side" could be a different point of view within the same culture. I need to see how it specifically meets the cultural criteria.

J. Camp - We look at developing the skills to advance conversations beyond an impasse. Heavy integration of faith. We also look at engaging mental models and recognizing some of the limitations of their thinking that impacts their ability to engage in conversations on difficult topics. M. Rogers - Most of the disagreements I see are with people who look just like me. Does it particularly have to do with culture? L. Lemley - I would define cultural awareness about how to navigate among multiple cultures not just learning about a different culture.

Motion to table and request additional information by C. Flanders; seconded by M. Rogers; all in favor; motion to table passes.

The meeting adjourned at 4:52 p.m.