

**General Education Committee
Minutes - March 1, 2000**

Present: Beth Abdella, Gary Wicks, Gerald Hoekstra, Susan Bauer, Collin Wells, Todd Sorensen

- I. Minutes from February 23rd were not available at this time. They will be submitted for approval at a later date.
- II. Paracollege 209: Making of the Mall of America: History of American Consumer Culture
 - A. Jim Farrell is currently teaching the course as Paracollege 209 with an HWC, but wishes to change the course to History 121 with an HWC.
 - B. This is, at least in part, a CEPC issue. Jim Dickinson will be contacted.
 - C. G.E.C. concern is whether any changes in the course disqualify it from HWC credit.
 1. G.E.C. will ask Farrell for a statement concerning the changes in the course.
 - D. Concern with record-keeping for a course that evolves (such as this one)
 1. We need to get the G.E. # from Susan.
 2. We will put notation on Paracollege 209, indicating its connection to History 121 if the course change follows.
- III. Department Writing Plans
 - A. Earlier this year, Eric Lund sent out an e-mail to all department chairs, requesting writing plans.
 1. We don't know exactly how many more writing plans have been received since, as we do not know to whom the writing plans were to be submitted.
 - B. G.E.C. will send a new e-mail to department chairs requesting department writing plans, and Mark Allister will follow up with an offer to help.
- IV. Consideration of Philosophy 119, Moral Psychology, Revision
 - A. The course passes, G.E. #768
- V. Consideration of Student Petition for ALS-A credit for Independent Study Work
 - A. Jessica Stock, a senior triple major, forgot to fulfill her ALS-A requirement. Her e-mail to the registrar, Margaret O'Leary, was forwarded to G.E.C. for consideration.
 - B. The student letter is accompanied by an e-mail and course syllabus from Karen Wilson.
 - C. Committee members note a discrepancy between the student letter and Karen Wilson's e-mail.
 1. The student letter indicates that she will complete more work within her Theater History Class (Communications 271) to earn an ALS-A for which the current course is not accredited.
 - a. This would make her endeavor an Independent Study.
 - b. Can Independent Study courses give G.E. requirements?

- i. Perhaps only WRI?
 - ii. The committee will consult O'Leary as to whether the Independent Study course can give G.E. requirements and, if not, whether the Registrar is able and willing to make an exception for this particular student, granting G.E. credit through an Independent Study.
 - 2. Meanwhile, Karen Wilson indicates in her letter that the course is already sufficient for the ALS-A requirement, without an independent study, but that the department has never submitted an application for the requirement.
 - a. The committee will suggest that the simplest way out of Jessica Stock's dilemma would be if Karen Wilson successfully applies for ASL-A credit for the Theater History course.
- D. Possible Solutions
- 1. Granting ASL-A for the Independent Study
 - a. Need: cooperation from O'Leary, Dell, Gisselman
 - 2. Retroactive Accreditation for ASL-A in Communications 271
 - a. Need: Karen Wilson's proposal
- E. Remaining Questions
- 1. When did Jessica Stock complete her senior audit?
 - 2. Why not have a registration system that bars seniors without a completed audit from Spring registration?

VI. Consideration of Art 256

- A. Text Questions
- 1. Some texts are on reserve. Are they mandatory reading?
 - 2. Committee members have difficulty understanding exactly which texts will be used at what time and to what degree those texts address "criticism in the analysis of artistic forms"(ALS-A Guideline 3 (C))
- B. Course Proposal Problems
- 1. The committee needs to see each guideline addressed individually, in greater detail.
 - 2. The committee needs to see, more explicitly, how each guideline will be satisfied.
- C. Do statements in the rationale need to be proved to the committee, or ought the committee accept the word of the professor?
- 1. The committee needs clearer statements and examples.
 - 2. The committee needs to inform professors of its standards.
 - 3. Should the committee suggest that professors proposing GE credits consult a GEC member before submitting proposals?
- D. Questions to be addressed.
- 1. Are the books on reserve required?
 - 2. Are there readings in the schedule that are critical in nature?
 - 3. How are the projects and papers critical in nature?
 - 4. What, specifically, is the course doing to develop guideline 3(c) in ALS-A Guidelines?

VII. Review of the Written Instructions for Submission of a G.E. Proposal

- A. The committee opts to integrate #5 of "Preparing General Course Proposals" guide directly into the "Rationale For General Education Credit" page in the "Course Proposal" packet.
- B. #2 on the "Rationale For General Education Credit" shall read:
 - "2. Please explain the specific ways this course meets each of the guidelines (in order) the course is intended to meet, not simply by alluding to the objectives of the course, but by describing readings, lectures, writing and speaking assignments, and other instructional features of the course."
- C. Write revision date at the bottom of the "Rationale For General Education Credit" page.
- D. Beth will ask Karen Renneke how to get the changes to A.A.A's.

VIII. Adjourned at 4:32 pm.

Respectfully Submitted,

Todd Sorensen