

**Council on General Education**

**April 21, 2016**

**Thursday, 3:30pm**

Location: Horrabin 60

QC Riverfront 2108

**Spring 2016 CGE Membership**

Marjorie Allison	Dept. of English & Journalism	(Humanities/Fine Arts)
Panakkattu Babu	Dept. of Physics	(Math/Natural Science)
Rumen Dimitrov	Dept. of Mathematics	(Math/Natural Science)
Krista Bowers Sharpe	Library	(At-Large)
K. O'Donnell-Brown	English	(Communication Skills)
Erik Brooks	Dept. of African-American Studies	(Multicultural)
Shavez Rosenthal	Student Government Association	
David Zanolla	Dept. of Communication	(Communication Skills)
Kyle Mayborn	College of Arts & Sciences	(Ex-officio, Dean's Council Representative)
Nancy Parsons	Office of the Provost	(Ex-officio, Provost's Representative)
Darcy Plymire	Dept. of Kinesiology	(Human Well-Being)
Jongnam Choi	Dept. of Geography	(Social Science)
Gary Daytner	Dept. of Educational Studies	(At-Large)
Keva Hibbert	Dept. of Economics & Decision Sciences	(Social Science)
Jeannie Woods	Dept. of Theatre & Dance	(Humanities/Fine Arts)
Michelle Yager	Advising Center	(Ex-officio, COAA Representative)

**Elected Members Present:** Marjorie Allison, Darcy Plymire, Kathleen O'Donnell-Brown, Erik Brooks, Gary Daytner, Panakkattu Babu, Keva Hibbert, Rumen Dimitrov, David Zanolla, Jongnam Choi, Krista Bowers Sharpe, Shavez Rosenthal

***Elected Members Excused:*** Jeannie Woods

**Ex-Officio Members Present:** Michelle Yager, Kyle Mayborn, Nancy Parsons

***Ex-Officio Members Excused/Absent:***

**Guests Present:** Gloria Delany-Barmann, Stacy Betz, Sara Simonson

**CGE Chair Marjorie Allison called meeting to order at 3:33 pm in Horrabin 60 on the Macomb Campus**

**MINUTES, INTRODUCTIONS, AND REPORTS**

Small typos corrected in the minutes. Gary Daytner's name added. Minutes accepted with corrections.

Welcome to Guests:

**Additions to Agenda:**

**Announcements:**

May 5 will be the last meeting of the year.

New members will be announced

**REPORTS:**

- a. Office of the President—Dr. Nancy Parsons no report
- b. CAS—Dr. Kyle Mayborn no report

- c. University Advising—Michelle Yager transfers will be registering tomorrow. The Gen Ed Handbook will be published online only to save money
- d. Faculty Senate/Articulation Requests—Marjorie Allison two requests approved and two outstanding since last meeting

#### **OLD BUSINESS:**

- Assessment reports—Darcy submitted a report and will send it to Nancy and Marjorie
- CSD 100 request—pulled their request for the spring, before meeting.
  - Marjorie questions the meaning of the word “may” on page (?) of the catalog.
  - Some faculty think the word “may” implies “may only”
  - Marjorie thinks it means the listed course mean “may” but not “must” or “may only”
  - Nancy notes instances when courses have been located in areas which are not named in the departments that “may” present courses in the category. She thinks that the guidelines are not designed to keep people out of the area, but to suggest examples of courses that may fit in, not to keep courses out.
  - Gary points out that category six, unlike the others, uses the word “shall” rather than the word “may,” implying that the other categories are not intended to limit the course offerings to particular departments.
  - Stacy from CSD wants to discuss her frustration over the process, specifically her objection to the tone of the senators who demonstrated a lack of knowledge of what CSD does. Based on that lack of understanding, she thinks that it is more important that CSD be included in the social science Gen eds, so that other faculty and students can be educated on the field of CSD. She objects to having to defend her department and not just the class in front of the faculty senate. She argues that CSD does fit into the social sciences.
  - Nancy argues that it is our responsibility to tell faculty and departments to make a compelling argument to make a compelling argument for inclusion of a class in a particular area
  - Moving forward the committee must work on reformulating our guidelines so that they clearly express the intention of the CGE and reduce the territorialism inherent in the current political climate
- EIS request—Gloria hands out materials for us to review. She expresses the belief that EIS 202 belongs in Gen Ed because it makes sense there, even though the course also prepares pre-professionals. The point of the class is to examine how schools participate in and interact with the inequalities in American society. Given that the US is a truly multicultural society, our schools are important locations for investigating multicultural issues.
  - Kyle shares something Ginny Boynton (sp) wants to point out. This course may be the one class EIS students take in the multicultural area, they may be getting less exposure to multiculturalism than if they had to take an additional class outside their home area.
  - In a way that is a false argument (according to me) because students in other areas like math and sciences are only taking one multicultural class.
  - Marjorie points out that some students would actually take another multicultural class in literature, for instance, to make themselves more marketable.
  - Gloria says that EIS 202 actually inspires students to think about multiculturalism and therefore to take more classes that broaden their interests.
  - Eric wants to know what other multicultural courses EIS students typically take at this point. He does not see many in African American Studies.
  - Answer is that some many Geography 110 for their professional preparation, others study abroad
  - Nancy comments that the course seems to try to serve two different populations, whilst most classes serve either majors or non-majors
  - Gloria responds that they class will not demand different work or outcomes from different students
  - This is not the only class in which disposition checks occur. So students who decide to become EIS majors based on this class will not have missed the opportunity for the check

- Gloria defends the “field experience” in the school because the experience will naturally and desirably foster discussion and it would not be fair or desirable to leave non-education majors out of the experience
- The answer to the problem of background checks is to go to a school without background checks. Moreover, the budget crisis may make the field experience untenable.
- Keva asks what proportion of current students are not Education majors. The answer is all current students have at least the intention of becoming Education majors. Keva wants to know why they want the course to be Gen Ed? She thinks of Gen Eds as courses that would be of interest to a wide range of people. Gloria responds that we all went to school and so have some general interest in the topic.
- David and Marjorie think the real problem is that there are no existing parallels to EIS 202, in that it would be alone as a “major requirement” that doubles as a Gen Ed.
- Jeannie points to a couple of Theater courses, e.g., Acting I, that are both integral to the development of majors and open to the general student population.
- Nancy clarifies that the Theater Gen Eds are not required for the major.
- Nancy has a question about the writing assignment that will be chosen for assessment. Will every student be assessed on the same assignment or will it be the same for all students? The faculty not the student will choose the assignment.
- Kyle wonders what the core things are that everyone leaving the university ought to be conversant in. Maybe the whole question of what we want out of Gen Ed comes into play here.
- Marjorie is convinced by Kyles argument, that everyone ought to understand schools.
- Ultimately, Gloria argues that this is a foundations course and not a methods course, so the fact that it is a major course should not imply that it is too “pre-professional” for the general student
- Eric would like to speak to his colleagues in African American Studies before we vote.
- Keva mentions examples of pre-professional courses in the Quad Cities have a mix of majors and non-majors
- Gloria points out that the students in the class do not constitute a cohort moving through courses. Not all to take the course choose to remain education majors.
- Rummen moves to table the discussion, Shavez seconds the motion, and the motion passes

**NEW BUSINESS:**

**GOOD OF THE ORDER**

Meeting adjourned at 4:52

**Motion:**

CGE will next convene at 3:30 p.m. on Thursday, May 5, 2016

Respectfully submitted,

Dr. Darcy C. Plymire (CGE Secretary)

