FHSU General Education Committee Minutes

3:30   (1 minute) All members were present with the exception of Chretien, Hill, McNeil, Olt, Schmidt, and Young. Duffy served as proxy for Young. Stephanie Johnson (psychology) and Kevin Splichal (faculty senate) were also in attendance. Determined that a quorum was met.

3:31   (1 minute) Chair informed the committee that the Teaching Innovation and Learning Technologies (TILT) office has scheduled three workshops to help faculty members better understand the sort of rubrics that the CORE program will require them to use: on Monday March 2, Tuesday March 3, and Thursday March 5, all at 3:00-4:40 in Forsyth Library. TILT also plans to run a practice workshop for members of our committee on Thursday February 20. Chair will ask if this can be moved up a week to Thursday February 13 (next week).

3:32   (4 minutes) Committee discussed, and decided against, pre-selecting chairs for each of the CORE program faculty advisory panels. The panels will each select their own chairs. See Appendix for the list of those asked to serve on the faculty advisory panels.

3:36   (2 minutes) The draft proposal for HHP 230: Principles of Nutrition was briefly considered. No one was really prepared to offer constructive feedback, so we decided not to think it through at this time.

3:38   (50 minutes) Chair shared three items from the modern languages department. (1) They would like their students to satisfy the three writing-related outcomes, 1.1.A.1, 1.1.A.2, and 1.5.3, with writing assignments in languages

other than English. This poses a challenge to objective 1.1.A which explicitly calls for a demonstration of proficiency in written English. (2) They would like assignments in courses they teach satisfying the 3.2 outcomes (intercultural competence) also to involve writing in non-English languages. And (3) they recommend that we specify how we understand "identity community" in the 3.2 outcomes. Recall that the 3.2 outcomes refer to work involving a culture that is "outside of the student's own identity community." The modern language department recommends that "identify community" be understood in the following way:

> Understanding that identity is complex and rarely fixed and that any FHSU student may belong to, identify with, or participate in multiple identity communities and diasporas in varying ways, it is, nevertheless, important to define the notion of an identity community for the purpose of any intercultural student project experience. Herein, a different identity community or an identity community outside of a student's own culture will generally be understood as meeting the following three criteria: 1) having a different linguistic background than the majority of Americans (U.S.) or primarily speaking a language other than English, 2) having a national identity or sense of belonging to a country or nation other than the United States (American), and 3) belonging to an ethnicity that is not a majority or predominant ethnicity in the United States.

It seemed to the committee that these three criteria should not determine what "identity community" means in the 3.2 outcomes for two main reasons: (1) the phrase "student's own identity community" is relative to the particular student, and a student's identity community may meet some of these supposed conditions for being *outside* the student's identity community; and (2) the committee is open to the term "identity community" having a basis other than linguistic background, national identity, and ethnicity (e.g., transgender culture, or deaf culture). We decided to revisit this question in the future, perhaps clarifying what we mean by term "identity community."

4:28   (10 minutes) Chair noted that Nicole Frank would like some sample CORE rubrics to use in the TILT rubric workshops. And Hartman reminded Chair to mention to Frank that Rarick 113 would be available for the practice rubric workshop next Thursday.

4:39   Meeting ended. The next meeting is scheduled for Thursday February 13 at 3:30 in Rarick 113.

Submitted by D. Drabkin, Recording Secretary

Appendix:

Outcome Set	College Represented	Member
Oral Communication	Arts, Humanities, and Social Sciences	Marcella Marez
Oral Communication	Arts, Humanities, and Social Sciences	Scott Robson
Oral Communication	Arts, Humanities, and Social Sciences	?

Quantitative Literacy	Science, Technology, and Mathematics	Lanee Young
Quantitative Literacy	Science, Technology, and Mathematics	Bill Weber
Quantitative Literacy	Science, Technology, and Mathematics	Soumya Bhoumik
Computing Literacy	Business and Entrepreneurship	Dave Schmidt
Computing Literacy	Business and Entrepreneurship	Scott Jones
Computing Literacy	Science, Technology, and Mathematics	Jack Maseberg
Computing Literacy	Forsyth Library	Andy Tincknell
Information Literacy	Science, Technology, and Mathematics	Medhavi Ambardar
Information Literacy	Arts, Humanities, and Social Sciences	Morgan Steele
Information Literacy	Education	Suzie Becking
Information Literacy	Health and Behavioral Sciences	Joyce Ellis
Information Literacy	Business and Entrepreneurship	Rose Helens-Hart
Information Literacy	Forsyth Library	Robyn Hartman
Critical Thinking (lower division)	Arts, Humanities, and Social Sciences	Doug Drabkin
Critical Thinking (lower division)	Arts, Humanities, and Social Sciences	Rob Byer
Critical Thinking (lower division)	Arts, Humanities, and Social Sciences	David Tostenson
Critical Thinking (upper division)	Science, Technology, and Mathematics	Kent Rohleder
Critical Thinking (upper division)	Arts, Humanities, and Social Sciences	Peter Tramel
Critical Thinking (upper division)	Arts, Humanities, and Social Sciences	Matthew Smalley
Critical Thinking (upper division)	Arts, Humanities, and Social Sciences	Dan Kulmala
Critical Thinking (upper division)	Education	Beth Walizer
Critical Thinking (upper division)	Health and Behavioral Sciences	Carol Ellis
Critical Thinking (upper division)	Business and Entrepreneurship	Greg Weisenborn
Critical Thinking (upper division)	Forsyth Library	Elizabeth Downing-Turner
Aesthetic Mode of Inquiry	Arts, Humanities, and Social Sciences	Eric Leuschner
Aesthetic Mode of Inquiry	Arts, Humanities, and Social Sciences	Terry Crull
Aesthetic Mode of Inquiry	Arts, Humanities, and Social Sciences	Brad Dawson
Historical Mode of Inquiry	Arts, Humanities, and Social Sciences	Chris Olds
Historical Mode of Inquiry	Arts, Humanities, and Social Sciences	Paul Nienkamp
Historical Mode of Inquiry	Arts, Humanities, and Social Sciences	Kim Perez
Mathematical Mode of Inquiry	Science, Technology, and Mathematics	Lanee Young
Mathematical Mode of Inquiry	Science, Technology, and Mathematics	Bill Weber
Mathematical Mode of Inquiry	Science, Technology, and Mathematics	Soumya Bhoumik
Natural Scientific Mode of Inquiry	Science, Technology, and Mathematics	Laura Wilson
Natural Scientific Mode of Inquiry	Science, Technology, and Mathematics	Jack Maseberg
Natural Scientific Mode of Inquiry	Science, Technology, and Mathematics	Brian Maricle
Philosophical Mode of Inquiry	Arts, Humanities, and Social Sciences	Gene Rice
Philosophical Mode of Inquiry	Arts, Humanities, and Social Sciences	Carl Miller
Philosophical Mode of Inquiry	Arts, Humanities, and Social Sciences	Rob Byer
Social Scientific Mode of Inquiry	Science, Technology, and Mathematics	Keith Bremer
Social Scientific Mode of Inquiry	Arts, Humanities, and Social Sciences	Christy Craig
Social Scientific Mode of Inquiry	Education	Linda Feldstein
Social Scientific Mode of Inquiry	Health and Behavioral Sciences	Whitney Whitaker
Social Scientific Mode of Inquiry	Business and Entrepreneurship	Angela Du

Dimensions of Wellness	Science, Technology and Mathematics	Claudia Carvalho
Dimensions of Wellness	Health and Behavioral Sciences	Anita Walters
Dimensions of Wellness	Health and Behavioral Sciences	Christa Beiker
Dimensions of Wellness	Health and Behavioral Sciences	Patricia Levy
Financial Health	Business and Entrepreneurship	Christiana Glenn
Financial Health	Business and Entrepreneurship	Emily Breit
Financial Health	Business and Entrepreneurship	Tom Johansen
Intercultural Competence	Science, Technology, and Mathematics	Arvin Cruz
Intercultural Competence	Arts, Humanities, and Social Sciences	Pelgy Vaz
Intercultural Competence	Education	Betsy Crawford
Intercultural Competence	Health and Behavioral Sciences	Alicia Arias
Intercultural Competence	Business and Entrepreneurship	Candace Mehaffey-Kultgen
Engaged Global Citizens	Science, Technology, and Mathematics	Kris Munsch
Engaged Global Citizens	Arts, Humanities, and Social Sciences	Donette Noble
Engaged Global Citizens	Education	Yaprak Dalat Ward
Engaged Global Citizens	Health and Behavioral Sciences	Kathleen Ward
Engaged Global Citizens	Business and Entrepreneurship	Karen Thal
Engaged Global Citizens	Forsyth Library	Kelly Hovinga