### General Education Committee Meeting

#### 10/04/2018

Attendees: Susan Kattwinkel (Chair), Susan Divine (Recorder), Alex Kasman, Allison Jones, Chris Mothorpe, Emily Skinner, Gia Quesada. Ex Officio: Lynne Ford

Guests: Kristen Ashworth (education), Renee McCauley (computer science)

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<th>Agenda Item</th>
<th>Discussion</th>
<th>Decision or Action needed</th>
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<td>1. Call to order</td>
<td>Susan Kattwinkel called the meeting to order at 3:30pm.</td>
<td>N/A</td>
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<td>2. Approval minutes for 9/6 and 9/20</td>
<td>Minutes from 9/20 - friendly amendment added.</td>
<td><strong>Approved</strong></td>
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<td>3. Status of ENGL302</td>
<td>Will deal with this in the next meeting once it reaches next level of approval in curriculog.</td>
<td>N/A</td>
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| 4. Kristen Ashworth and the math alternative | Dr. Ashworth provided more context and information about the needs of college-level students with dyscalculia to the committee. Questions from the committee:  
- How do students qualify for this alternative?  
- What are some of the common difficulties among the students who require these accommodations?  
- Do students have issues with number sense, with “logic,” or with both?  
- How does SNAP distinguish between a student with issues of number sense versus symbolic representation?  

Answers from Kristen Ashworth: each student’s situation is so different that course selection would depend on what students feel that they can do based on the content of the class.  

General Committee questions:  
- How are students placed? Is this the responsibility of the student? A representative from the SNAP office? |
Report from Susan Kattwinkel about communication with other departments: Discussions with finance department are tentatively optimistic. However, the course that they are often taking (FINC 120) has a lot of math.

Deb Mihal provided data via a handout about which alternative courses students were taking (PHIL 115 and FINC 120) and the grades that they earned for the class.

The committee was curious about how many students actually make it through the requirements. We also don’t know how many have the disability, take the required courses, and pass them.

More questions from the committee:

- How are the alternatives any different from the “typical” Gen Ed math requirements?
- Can we look at students who have graduated with this issue and what they did?

Answers from Lynn Ford and Kristen Ashworth: Part of the issue is that the SNAP office was advising students about classes, which is not their purview. Having a number of alternative classes should improve information at all levels – students, advisors, and the SNAP office.

Alex Kasman reported that the math department collectively thinks that it would be possible to make minor changes to individual sections of MATH 103 and MATH 104 to make them more suitable for students requesting these accommodations and that this would be the best solution for many of those students.

This led to a larger discussion about math requirements and math placements at the CofC.

Do we still allow FINC to use their course as a reasonable alternative?

Alex Kasman will clarify the current requirements for 101, 103, and 104 with the math department.

They can still apply and then it will go through procedure to be approved or otherwise.

After listening to the conversation, Renee McCauley will look again
Renee McCauley discussed courses that could be a possibility for the math alternative. She discussed several CITA courses as potential fits for the “abstraction” SLO. One class would not have to cover both SLOs.

Question from the committee: Is the computer science department willing to put through courses?

Answer: They are weary of absorbing more students and of how to find the assignments that would fulfill the math/logic alternative.

Report from Alison Zaube and Reese Poe about UDL design for the math alternative. This conversation led to the idea for special sections of math that could address the student’s needs. This could meet the needs of a lot of different students.

Alex Kasman will continue his conversation with Alison Zaube and Rives Poe O’Connel about creating a special section of math 103 and 104 for students who meet the requirements and/or would benefit from UDL.

The meeting was adjourned at 4:40 pm.

General Education Committee 2018-2019

Topics for consideration this year

The committee recommends that the 2018-2019 committee follow up on these items:

- Continue discussions about developing a new assessment cycle
- Continue General Education Month conversations with departments and programs
- Discuss and clarify expectations for the extent to which courses proposed for the Humanities requirement demonstrate an engagement with primary sources throughout the syllabus
- Continue to recruit courses to certify for the Math/Logic Alternative
- Develop a survey to solicit student feedback on Gen Ed (especially alumni)
- Continue discussion about Special Topics and study abroad courses in conjunction with members of other relevant college-wide committees

Other items that have come up in discussions:

Creating a space on the college website to explain Gen Ed to students.

Math alternative language – to mirror that of foreign language.

http://disabilityservices.cofc.edu/cds-resources/math-alternatives/course-alternatives.php