College of Charleston Committee on General Education
Minutes of the Meeting held March 1, 2019
2:00 PM, 105 Silcox

Agenda:

I. Approval of minutes from the last meeting
II. Presentation from student group re: Diversity in Gen Ed
III. Report from chair and discussion on meeting with Registrar
IV. Discussion of current Curriculog proposals
V. Report from chair and discussion on Math Alternative courses
VI. Adjourn

I. Minutes approved

II. I-CAN (Intersectional Cougar Action Network) presented to the committee on who they are and what diversity initiatives they think the Gen Ed committee can help with. Their agenda is appended below the minutes. These are notes related to each item of that agenda.

1. a. Emerged out of coalition of students born after our latest Halloween incident

b. Goals: How can we infuse diversity, equity initiatives into the curriculum?

i. Sending students to AAC&U

ii. Identified one issue as racism, prejudice, discrimination and indifference to those

1. How do we disrupt those practices?

2. How do we include people who feel indifferent to it?

iii. One way we’re thinking about that is through a diversity requirement

1. How can we use what’s already here to do that?

2. How can we do that without adding more Degree Works for students?


3. Core curriculum course that offers a history of Charleston that could make it really personal for students
4. Particularly in light of the 250\textsuperscript{th} anniversary coming up, this makes sense.

5. Dream Goal: offer a course that was discipline-specific “history of Charleston” courses in each department \textrightarrow make it personal by rooting it in the departments students are already “at home” in.


   Something that could both satisfy a departmental elective and a gen ed requirement.

4. Models
   i. Oregon State has a really creative, ambitious program
   ii. Matt Cressler suggested we could look to UVA’s new attempt as well.

5. Discussion: What other baby steps could we take?
   iii. Create a list of what already exists on campus (FYE courses and others)
   iv. Inquire as to what departments (and divisions) are already doing

   For what students is this a requirement already?

   v. Build list of faculty allies
   vi. What if the requirement was that one of your General Education requirements had to meet this Diversity and Equity requirement? Not adding a course, but layering it on top?

   1. This would probably have to be an initiative starting with Gen Ed
   2. Discussion to continue in this committee
   3. Concerns about the size (credit hours) of the general education is what doomed the last attempt to change the curriculum, so keeping this in mind is key.

III. and V. Report from chair on registrar and on Math Alternative courses

Registrar is eager to meet to talk about updating the Gen Ed web page as we proposed. Lynne Ford had talked to her about it. There is potential for change. But, meeting set for yesterday was postponed by the Registrar. More information forthcoming following rescheduled meeting.
Good news Computer Science Department has agreed to put forth CSCI 115 (Web Design) for gen ed alternative. Next year’s committee will consider it.

IV. Curriculog

HONS 217: Alex “This should count if MATH 250 does. From Gen Ed point of view, it is equivalent.” Bob Mignone: “It’s meant to be taught differently, but topics HAVE to be the same as MATH 250. We plan to use the same signature assignment (to avoid overburdening ARG.)”

DCSP 350: Susan noted that it is study abroad...that’s a positive thing that we can get gen ed classes in study abroad.

RUST 200: Karen: I know the Russian class has gen ed learning outcomes, but had no others. She let the department know that they would need to include their own learning outcomes on syllabi, but suggested that shouldn’t prevent the proposal moving on from this committee. Susan: I don’t think any courses in department of music put those on. That’s not our purview, although we can let them know that it will be necessary.

Susan: On Russian one, signature assignment was very vague. but could be fine. Also, 1000 words is very short for what they are asked to do. I don’t know you could possibly do this assignment. But, I believe they will meet the SLOs. Karen: ARG will evaluate to make sure they are meeting SLOs.

Alex: Personally, I find it hard to judge the proposals that are really in areas different than my own. I mean, maybe the reason this committee has a diversity of schools represented is that we should not all be judging all the proposals but mostly relying on the people whose area is closest.

HONS 174 Susan noted that it is like STATS in that it is an Honors version of an existing gen ed class.

Nobody voiced an objection to any proposals following the discussion. The committee members present approved all and following confirmation by the missing committee members, they will move on to the senate.

VI. Is there anything we want to do about the diversity efforts going forward?

Alex Kasman suggested that Diversity would make a very good next QEP. There was general agreement on that. Susan will look for appropriate places to make that suggestion. In terms of the I-CAN goals and suggestions, the committee is fully in support of moving forward with the discussion on campus and finding ways to initiate and support initiatives that are within the purview of the committee.

The committee adjourned at about 3:30.
I-CAN (Intersectional Cougar Action Network)
Curriculum Committee Presentation at GE Committee Meeting
Friday, March 1st, 2019
2:00pm Silcox 105

I-CAN Curriculum Committee Members:
- **Danya Firestone, Chair**: Majors: Spanish, Foreign Language Education; Minors: Anthropology, Linguistics
- **Jasmine Shabazz, Vice Chair (not present)**: Major: Biology; Minor: Spanish
- **Tanner Crunelle**: Majors: English, Women’s and Gender Studies; Minor: Southern Studies
- **Sean Dalton**: Major: Political Science; Minors: Creative Writing, Psychology
- **Katie Chea**: Major: Computer Information Systems; Minor: Data Science

Agenda:
1. **Introduction**
   a. Who I-CAN is
   b. I-CAN’s mission and goals
2. **“A History of Charleston: ____________”**
   a. General Education Requirement goals
3. **Baby Steps?**
   a. Undergraduate Schools
      i. Who Does the Education System Serve? (EHHP)
      ii. Urban Planning and Environmental Racism (HSS)
      iii. Artistic Expression as Resistance, Rebellion, and Documentation (SOTA)
      iv. Biology, Identity, and The Isms (SSM)
      v. The Economics of Gender and Racism (School of Business)
      vi. Linguistic and Cultural Preservation and Revitalization (LCWA)
      vii. The Process of Institutionalizing Discrimination (Honors)
   b. FYE
   c. Honors College
4. **Models that work**
5. **Group Discussion**