College of Charleston Committee on General Education
Minutes of the meeting held March 29, 2019
2:00, 105 Silcox

Agenda:

I. Approval of minutes from the last meeting

II. Report re: Music department proposal from last month

III. Report from chair and discussion on meeting with Registrar

IV. Discussion of report to Faculty Senate

V. Adjourn

1. Minutes approved
2. Music created the new course from a Special Topics course, and so the new course did not include unique learning outcomes beyond the Humanities outcomes. The relevant department outcomes will be added to the syllabus before it arrives to the Senate for final voting.

3. They don’t want anything on the website that’s not going to be in the catalogue, so most of the current Gen Ed webpage is going away. Explanations of the Liberal Arts and Sciences General Education Requirements also going away.
   a. Mary Bergstrom suggested that what we want could/should be based on Academic Affairs (and the Liberal Arts will link to it). But the Learning Outcomes will be published in the catalogue and can live here.
   b. Susan gathered learning outcomes to send to them and they will list them at the start of each section in the course catalogue so that they are obvious and easily accessible.
   c. This is not ideal – not the student friendly, pro-general education expansive thing that we want. But it is a good thing!
   d. Regarding the updating of Academic Affairs website, Should we do this now or should we ask the next committee to do this?

4. Discussion and approval of I-CAN statement to Senate and future committee. (Appended below)

5. Susan will send us her draft of the year-end report by the end of the semester.
Appendix
Support of Diversity Initiatives at the College of Charleston
General Education Committee 2018-19
Presented to the Faculty Senate April 2, 2019
Committee: Matthew Cressler, Susan Divine, Allison Jones, Alex Kasman, Susan Kattwinkel (chair), Chris Mothorpe, Emily Skinner, Ryan Thompson (SGA representative), Lynne Ford (ex-officio), Karen Smail (ex-officio)

The I-CAN – Intersectional Cougar Action Network met with the General Education committee on March 1st to present and discuss ideas for incorporating diversity and equity initiatives into the curriculum. Many students are concerned that increased co-curricular diversity initiatives are not sufficient to combat instances of intolerance on campus. The incident that was caught on camera just a week after our meeting is further evidence that the College needs to increase its efforts.

The students suggested a diversity requirement as part of General Education. Ultimately they would like to see a core curriculum course on the history of Charleston, perhaps taught within each major as a way of connecting with students’ interests. Recognizing the logistical difficulties of adding more credits to degree requirements, they suggested that trial courses might be developed in each school and in FYE and the Honors College.

The General Education committee was impressed with the amount of thought and research put into the proposal and agree with the students that the College needs to find more varied ways to infuse the values of diversity and equity into all aspects of campus life. The committee was not unanimous in the belief that such efforts necessarily belong in the general education curriculum, but we were unanimous in the desire to continue research and discussion about the possibility. We will recommend that next year’s committee actively pursue the conversation, and we call on all relevant Senate committees next year to consider what curricular and co-curricular efforts can be initiated by the faculty in pursuit of those goals expressed by I-CAN.
I. Curriculog proposals: The proposals are listed in the order in which they were reviewed during the meeting.

**ARTH-263-History of Photography**
- The committee members in attendance approved this proposal.
- Susan mentioned that one member in the committee wrote to her with some concerns regarding this proposal. She was going to touch base with the committee member to confirm that his concerns were intended for this proposal.
- There was discussion about whether this class had previously been a special topics course that is now being converted to a general education course, but Susan confirmed that this is an existing course (proposal is not coming from the Curriculum Committee).
- Karen asked why it is now coming through Gen Ed, what is the justification for making this a Gen Ed course? It is not clear why now, but it was also determined that it really does not matter because it seems to be a standard art general education course.
- Before moving on to reviewing the other proposals, Alex inquired whether Art History has prerequisites and whether it is worth asking if there are prerequisites for Art History.

**ARTH-261-Fine and Decorative Arts of Charleston**
- The committee members in attendance approved this proposal.
- There was discussion about the vagueness of the exam question and that some of the primary sources are a little questionable. The question was raised whether we should point out primary sources are focused primarily on history and not the humanities, but Susan pointed out that at the College of Charleston, History is in the School of Humanities so it really is less of an issue here.
ARTH-222-History of Museums, Collecting, and Museum Education

- The committee members in attendance approved this proposal.
- Susan noted there really are no issues with this proposal because it is about museums and how we look at the interpretive work of museums, specifically how museums are interpreting the humanities.
- Alex asked, “Does it apply to all museums?” Susan replied, “Yes, this is squarely in the realm of the humanities.”

ARTH-218-Art Law: Crime and Punishment

- The committee members in attendance did not approve this proposal because this course is about Art Law, and not the humanities, particularly in regards to the signature assignment.
- Susan pointed out that the fact pattern is not a humanities assignment, but rather an assignment for law, and that the signature assignment does not expose students to the humanities. Also, she observed that while the creative project does to a degree focus on the humanities as it asks students for interpretation, it really needs to be a paper. She remarked, “If this is a humanities course then so is everything taught in law school.” Alex added, “Students will learn about the law with a side of humanities.”
- Karen noted that although this may not be a general education course, it can still be a course.

ARTH-221-Preparing the Museum Professional

- The committee members in attendance did not approve this proposal.
- Susan noted that there is no major assignment uploaded and asked the committee whether she should go back to Curriculog and state that the assignment has not been loaded correctly; however, the committee members in attendance agreed that even with a signature assignment, they would not be swayed to approve the proposal as it is currently drafted because there is too much focus on the business of running a museum with little to no focus on the humanities.

II. Report from the chair

- Susan reported that she had talked with Blake Stevens, Associate Professor in Music about the learning outcomes on his syllabus for MUSC 225- The Beatles and Musical Culture of the 1960s. She had said she would touch base with him after a concern was raised at the last meeting that there were only Gen Ed learning outcomes on it. (The proposal passed.) Blake noted that this had been a special topics course and purposefully used a Gen Ed form to keep it uniform. He said that departmental learning outcomes would be added to the syllabus when it first gets taught as a standing course, and that he will be at the next Senate Meeting in case any explanation is necessary.
• There is no report on the Gen Ed web page at this time but Susan has a meeting with Mary Bergstrom on Friday, March 15 to discuss this further and will update at the next Gen Ed meeting.

III. Discussion about the presentation from the student group (I-CAN) re: Diversity in Education
• Susan proposed that she discuss the I-CAN proposal with the Senate.
• She will draft what she will say and send it to the committee members for their approval.
• Karen asked whether I-CAN is part of a larger department or if they are an independent group. She noted that this is an important distinction because if they are part of a larger organization their proposal will likely have more traction than if they are an independent group on campus. Alex said that he would find out if they are part of a larger organization from Tanner Crunelle.
• Most of the committee members agree that I-CAN’s proposal likely is not best suited for Gen Ed, but given recent events involving our students, the Gen Ed committee agrees something needs to be done within the curriculum that focuses on issues on diversity.
• Does the Gen Ed Committee want to propose that the College consider changing Gen Ed sometime in the near future?
• At this point in the meeting there was an open discussion about the role of “teaching” diversity on campus.

IV. Approval of the minutes from the last meeting
• Minutes were approved

V. Meeting was adjourned at 4:58 PM
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?

2. Ultimate goal: “A History of Charleston: ________________”

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

5. Dream Goal: offer a course that was discipline-specific “history of Charleston” courses in each department → 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.

Appendix I: Handout from I-CAN – next page
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**
General Education Meeting Notes
February 11, 2019
4 p.m.
105 Silcox Center

Present: Susan Kattwinkel, Lynne Ford, Susan Divine, Karen Smail, Alex Kasman, Allison Jones, Emily Skinner (notes)

Absent: Chris Mothorpe, Ryan Thompson (student rep), Matt Cressler

Agenda:
I. Approval of minutes from the last meeting
II. Report from Susan
III. Discussion of Curriculog proposals
IV. Discussion of elements of potential Gen Ed website.

Minutes from previous meeting accepted

Chair’s Report:

Math equivalent course:

A couple of emails between Deb Mihal, Alex and Susan. Deb is continuing to discuss possibilities with Computer Science.

Susan has been corresponding with the Finance Dept.- that proposal probably will not happen this semester.

Alex- Still looking for someone to teach math course.

Gen Ed webpage:

Committee members were asked to give input on the Google doc that was shared. Still no response from Marketing. Marketing has been invited to meeting, we have listed what we wanted in very specific terms. Marketing acknowledged that what was there was because of SACS.
Will wait for approval of Gen Ed webpage before putting too much more time into it.

Next steps:

Go to Registrar’s Office so that they can weigh in. Might be for next year’s committee to take up with next president. Propose with History. Made. Here. campaign. Reconceptualize general education with theme for 250th Anniversary.

Curriculog Proposals:

Reviewed four proposals in Curriculog for study abroad courses:
● Great benefit that they’re studying abroad- Lynne
● Susan- Prompt for signature assignment lacking in terms of specificity.
● Discussion of fleshing out “critical analysis.” Process is to show that you’re requiring some depth from students in an area. Mention in context of typo.
● Susan Divine moved and Allison Jones seconded.

Next Steps:
Pass along with assumption that typo is fixed.

Next meeting: Friday, March 1, 2 p.m., Silcox Center
CofC Committee on General Education
Minutes of the Meeting held January 14, 2019
4:00-5:00PM in 105 Silcox

In Attendance: Matthew Cressler, Susan Divine, Allison Jones, Alex Kasman, Susan Kattwinkel (Chair), Karen Smail (Gen Ed Faculty Coordinator), and Ryan Thompson (SGA)

11/29/2018 Minutes: Approved

ASL Proposal: Last semester some students contacted us about their proposal to allow American Sign Language courses to fulfill language requirement. SK wrote to Shawn Morrison with the committee's thoughts on the proposal and thought we were "done with it". RT announced at today's meeting that he is charged by SGA with continuing to pursue it, although the students who originally proposed it no longer seem to be very motivated. AJ reports that Shawn Morrison met with the students and offered stronger arguments against the proposal than we had heard previously. In particular, the deaf community's culture is a sub-culture of the broader American one and English is their written language. Together, these would prevent ASL from fulfilling some of the Gen Ed SLOs.

Action: RT will pursue with SGA and report back.

Math Alternatives: Deb Mihal will meet with Bill Manaris and Computer Science to urge them to reconsider their decision not to apply for any of their courses to fulfill the math/logic requirement for students with documented math disabilities. She will emphasize that small number of students who would qualify. So far, we have not heard anything from Finance about FINC 120, the only other course currently being considered a viable option as an alternative.

Action: Awaiting report from Deb Mihal and response from Finance. AK will continue to pursue the idea of creating special sections of courses that fulfill the requirement designed for students with documented math/logic disabilities. (The only difficulty so far is finding an instructor who is qualified and willing.)

HNDI 101, 102, 201, 202: These Elementary/Intermediate Hindi courses are being deactivated due to low enrollment. We questioned whether we really have a role in this or whether it is a quirk of Curriculog that we were charged with considering this proposal simply because the courses happen to fulfill a Gen Ed requirement.
Nevertheless, none in attendance at the meeting could think of any reason that GenEd would suffer if these courses were eliminated.

Action: SK will check with voting committee members who were not at the meeting and will approve the proposal on Curriculog if they have no objections.

Promoting Gen Ed with Website: As discussed last semester, we are hoping to foster greater appreciation for and understanding of the General Education requirements. This idea received approval from President Osborne at an advisory committee meeting where SK raised it. So, we had requested from Marcia White in College Marketing a dedicated website for this purpose. The creation of a new website was refused on the grounds that sites such as registrar.cofc.edu/general-edu/index.php already serve this purpose. It therefore seems at this point that our best option would be to get help from the registrar in making that page more like what we want. Things that we want from it that it does not do presently include:

- Have a format and style that will appeal to current and potential students. (The page as it appears now is very dry. KS says she wrote it with Gia Quesada for SACS, which is a very different audience than we hope to reach.)
- Include an explanation of why students should be happy about GenEd.
- Video testimonials from students and perhaps President Hsu (embedded in page, not links?)
- Links from academic pages that students would be more likely to be browsing than the registrar’s page.
- etc.

Action: SK will create a draft list of priorities in Google Docs where this committee can list and prioritize everything we want to see on this page. That can be used in further discussions with IT, Marketing, President and Registrar as we seek a home for the site we are imagining.

Next Meeting: Feb 1, 2019 at 2PM
General Education Committee Meeting

11/29/2018

Attendees: Susan Kattwinkel (Chair), Susan Divine (Recorder), Matthew Cressler, Alex Kasman, Allison Jones, Chris Mothorpe, Emily Skinner, Gia Quesada. Ex-Officio and Non-voting: Ryan Thompson (SGA representative) and Lynn Ford

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<tr>
<th>Agenda Item</th>
<th>Discussion</th>
<th>Decision or Action needed</th>
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<tbody>
<tr>
<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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<tr>
<td>2. Advisory</td>
<td>Report from Susan K on Advisory Committee to the President meetings and Faculty Senate meeting.</td>
<td>N/A</td>
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<td>Committee</td>
<td>Report on discussion of Gen Ed month.</td>
<td>N/A</td>
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<td>3. Senate</td>
<td>Special topics courses: there was a request to not teach special topics courses multiple times without making them official classes.</td>
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<td>meeting</td>
<td>Questions arose over the deadline for turning in a proposal to make a class official.</td>
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<td>Anything that is approved by the senate by the last senate meeting in the spring can go in the catalog in the fall.</td>
<td>N/A</td>
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<td>4. Math alternative</td>
<td>Update on the math alternative: The finance dept is still working on the finance class proposal.</td>
<td>Susan K will send an email to Computer Science to clear up lingering confusion, specifically in regards to what the alternative means in regards to student ability, and that there are relatively few students who would need this alternative. Including a class as a math alternative will not likely create a burden on their numbers. The adjunct who had shown interest in teaching a math alternative course similar to the foreign language alternative is no longer able to give the class.</td>
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<td>Computer science is not currently interested in offering a math alternative because they believe their courses such as CSCI 220 could satisfy the criteria for the Gen Ed Math/Logic requirement (not just the alternative) and also because they are worried about their class sizes increasing.</td>
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<td>The adjunct who had shown interest in teaching a math alternative course similar to the foreign language alternative is no longer able to give the class.</td>
<td>Susan K will also tell them that they can propose CSCI 220 as a regular Gen Ed class. The committee pointed out that this will certainly increase the number of students in computer science.</td>
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5. **Report from Ryan Thompson**

His motion to add Gen Ed information on the student webpage passed. The SGA agrees that there should be more information on Gen Ed and supports the committee putting up more information. The fear is that that certain departments are using SGA to push agendas.

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<th>6. Discussion of elements of potential Gen Ed website</th>
<th>List so far of info for website:</th>
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<tr>
<td>1. History of Gen Ed at the college</td>
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<td>2. Reasoning for our current requirements</td>
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<td>3. List and discussion of Gen Ed learning outcomes</td>
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<td>4. Videos of students discussing the benefits of their Gen Ed courses</td>
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<td>5. List of courses that might round out other majors (concern that this might reinforce the misconception that any course which is not directly applicable to a student’s major or career goals is a waste of their time).</td>
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<td>6. Have incoming president Hsu comment on the importance of liberal arts</td>
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<td>7. Links to courses that fulfill Gen Ed requirements and promote courses.</td>
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Can we start approaching students who may be good candidates to talk about Gen Ed?

In the Spring we can make a google doc and work together on these points.

Once we have a better idea of a time-line we can start approaching students.

We will take this up again in the Spring.

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<th>7. <strong>Student proposal to add ASL as a foreign language</strong></th>
<th>A group of students want to get America Sign Language (ASL) added as a foreign language. Their argument is that it’s available on the north campus as an elective and should be available on the main campus and count as a foreign language. The students first approached LCWA, they were not receptive to the idea, and asked if the GenEd committee could take up the motion.</th>
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The argument against it from assistant Dean of LCWA, Shawn Morrison, is that it’s not a “foreign language” and that the “cultural”
aspect is not as strong as in more traditional foreign language catalog.

Susan K shared a site from the University of New Mexico that advocates for ASL as a “foreign language”.

Could ASL count as foreign language credit if it was taken in high school? While on a case-by-case basis students have been given credit for languages not taught at CofC, students have not been allowed to transfer in credit for ASL to satisfy the foreign language requirement.

Would there be enough students to take this course?

Would this have to be housed in LCWA? Would this be better in Education?

Is this even a question for the Gen Ed committee?

Susan K will draft a letter to students explaining the difficulties of this process of both accepting transfer credit and including it as a GenEd requirement. We could give them some ideas as a starting point to continue their proposal. However, this is out the purview of the Gen Ed committee to propose requirements to departments.

The committee will CC both Sean Morrison and Tim Johnson.

This could also be a resolution for SGA.

| 8. Announcement from Lynn Ford. | Karen Smail will be the new Gen Ed Coordinator, starting in the Spring. Thank you for your service, Gia! | N/A |

The meeting was adjourned at 4:30 pm.
General Education Committee Meeting

10/18/2018

Attendees: Susan Kattwinkel (Chair), Susan Divine (Recorder), Alex Kasman, Allison Jones, Chris Mothorpe, Ex Officio: Lynne Ford, Ryan Thompson (Student representative)

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<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 10/04</td>
<td>Minutes from 10/04 - friendly amendment added.</td>
<td>Approved</td>
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<td>3. Student representative</td>
<td>Ryan Thompson was introduced to the committee as the student representative.</td>
<td>N/A</td>
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<td>4. ENGL302 Proposal</td>
<td>The committee agreed that the ENGL302 syllabus met all qualifications, and that the signature assignment was appropriate for the SLO.</td>
<td>Approved</td>
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<td>5. Report from Alex Kasman</td>
<td>Continuing with previous conversations on the Math Alternative Program, Alex Kasman updated the committee on discussions held within the Math department:</td>
<td>- Lynne Ford will speak with Deb Mihal about how students are registered both in the foreign language alternative and the future math course.</td>
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<td>The math department is currently debating the current minimum score that students must have to take Math 103 and 104.</td>
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<td>After meeting with Deb Mihal and Reeves Poe O’Connell (currently a high school math teacher who could be hired as an adjunct), all agreed that it would be a good idea to offer a small section of math 104 for students with the documented math disability. All also agreed that it does not make sense to work on a math 103 course for these students.</td>
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<td>The committee discussed the process through which students are able to sign up for special sections. Although Deb Mihal (or the SNAP office) would like to be the one who selects the students, this is not a</td>
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situation that the college would like to continue.

In order to ensure that only these students with documented issues take the class, the course would be set at 0 and then the students would be put into the courses, ultimately capped at 10.

The committee also discussed syllabus designations for courses that meets alternative requirements for all or portions of the SLOs. This question was specifically aimed at the Finance class currently used as a math alternative. The discussion was tabled until the finance department submits a proposal.

| 6. Discussion of possible web site for students on Gen Ed. | The committee discussed the need for an explanatory site to help students understand GedEd as there is no specific site that explains the Gen Ed requirements. Gia Quesada shared several videos of students talking about GenEd and what various courses taught them. The committee considered crafting a brief narrative of GenEd. Lynn Ford suggested looking at draft of SACS justification of GenEd written for our most recent accreditation. | Lynn Ford will send draft to committee |

The meeting was adjourned at 4:30 pm.
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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<td>Minutes from 9/20 - friendly amendment added.</td>
<td>Approved</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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<td>4. Kristen Ashworth and the math alternative</td>
<td>Dr. Ashworth provided more context and information about the needs of college-level students with dyscalculia to the committee.</td>
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<td>Questions from the committee:</td>
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<td>- How do students qualify for this alternative?</td>
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<td>- What are some of the common difficulties among the students who require these accommodations?</td>
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<td>- Do students have issues with number sense, with “logic,” or with both?</td>
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<td>- How does SNAP distinguish between a student with issues of number sense versus symbolic representation?</td>
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<td>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.</td>
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<td>General Committee questions:</td>
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<td>- How are students placed? Is this the responsibility of the student? A representative from the SNAP office?</td>
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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 course 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 Zaubi 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
## General Education Committee Meeting

**09/20/2018**

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

<table>
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<tr>
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<tbody>
<tr>
<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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<tr>
<td>2. Math alternative</td>
<td>The committee discussed how to recruit and approve classes for the math alternative. Questions were raised about how we could find appropriate courses without fully understanding how this particular disability manifests itself. Input from both computer science and mathematics would be helpful in determining appropriate classes. For example, are there classes in the math department that would be appropriate? For example, Math 103 has very little to do with “numbers” and might be appropriate for these students. Other options discussed were geology, historic preservation. What is the next part of the process and the timeline? The committee discussed how the courses will be approved and what the role of the committee is in approving alternative courses. What is the timeline to resolve this issue? No time line can be set until the committee has more information.</td>
<td>Susan Kattwinkel will invite Bill Manaris from computer science to the meeting to discuss options for classes in their curriculum appropriate for this accommodation. Susan Kattwinkel will contact Richard Nunan about classes in philosophy that would likewise be appropriate for the accommodation. Alex Kasman will discuss with his department the possibility of creating a math 103 class that could accommodate students with dyscalculia. Will invite Deb Mihal, Kristen Ashworth, and a representative from the math department to talk to each other about the appropriateness of the classes for students with this disability.</td>
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| 3. Gen ed month   | Continue General Education Month conversations with departments and programs. Questions:  
- How to make the conversation in departments about General education less about assessment and more about | This conversation will continue in the coming months. Gia Quesada will share videos from previous years of students talking about GenEd. |
The meeting was adjourned at 4:30 pm.

General Education Committee 2018-2019

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General Education Committee Meeting

09/06/2018

Attendees: Susan Kattwinkel (Chair), Susan Divine (Recorder), Matthew Cressler, Alex Kasman, Allison Jones, Gia Quesada; Ex-officio: Lynne Ford

Guests: Megan Gould and Franklin Czwazka (Curriculog)

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<tr>
<td>2. Election of Secretary</td>
<td>Susan Divine self-nominated to be the committee secretary.</td>
<td>Unanimously approved</td>
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<td>3. Discussion of student representative</td>
<td>The committee discussed the currently open position of student representative.</td>
<td>S. Kattwinkel will reach out to SGA to find an interested student to serve as a non-voting member of the committee.</td>
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<td>4. Curriculog Training</td>
<td>Megan Gould and Franklin Czwazka led a tutorial on the curriculog system. The committee discussed the benefits of using OAKS discussion boards for commenting on GenEd proposals rather than the curriculog.</td>
<td>N/A</td>
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<td>5. Math Alternative</td>
<td>L. Ford stressed the importance of finding suitable classes for the math alternative. The current selection is not adequate and new courses must be added. Also discussed was the assessment process for students who take the foreign language or math alternative. The committee suggested strategies to recruit more classes for the math alternative.</td>
<td>The committee will prepare a document for the math alternative similar to the foreign language alternative document. See: <a href="http://registrar.cofc.edu/pdf/alt-lang-master-list-fall-2016.pdf">http://registrar.cofc.edu/pdf/alt-lang-master-list-fall-2016.pdf</a></td>
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<tr>
<td>6. Tasks for the year</td>
<td>The committee will prioritize the math alternative before focusing on other issues, such as GenEd month. (See addendum, attached.)</td>
<td>N/A</td>
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<td>7.</td>
<td>The meeting was adjourned at 4:40 pm. The next meeting will be September 20th at 3:30pm.</td>
<td>N/A</td>
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General Education Committee 2018-2019

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