

**University General Education Council Meeting**  
**Alumni Center, Katline Room**  
**Minutes**  
**February 19, 2004**

**Those Present:**

Patricia Marsh (Assessment & Program Review)  
Bronwyn Fees (Human Ecology)  
Reg Pittman (Arts & Sciences/Chair)  
Lisa Harrington (Arts & Sciences)  
Vicki Clegg (Center for the Advancement of Teaching & Learning)  
Jim Goddard (Engineering)  
Gretchen Esping (GTA, Center for the Advancement of Teaching & Learning)  
Marv Willyard (Agriculture)  
Greg Davis (Agriculture)  
Pat Pesci (Human Ecology)  
Regrets: Sheri Smith (Architecture)  
Marjorie Hancock (Education)  
Sally Yahnke (Education)  
Peter Mudrack (Business)  
Bob Homolka (Technology & Aviation)  
Kaleen Knopp (Technology & Aviation)

**Those Absent:**

Adam Augustine (Assessment & Program Review)  
John Schlup (Engineering)

**Reading Teams 2003-2004**

**TEAM 1** Bronwyn Fees, Sheri Smith, Jim Goddard, & John Schulp  
**TEAM 2** Greg Davis, Sally Yahnke, Bob Homolka, & Pat Pesci  
**TEAM 3** Marjorie Hancock, Peter Mudrack, Reginald Pittman, & unknown  
**TEAM 4** Marv Willyard, Katleen Knopp, Lisa Harrington, & unknown

**NEW BUSINESS:**

The Provost's Designate Vicki Clegg and John Goddard lead a discussion on the letter and suggestions sent December 5th, 2003, from Jim Goddard and the UGE Procedures Committee to all members of the UGE Council.

Vicki sees impact on UGE from two fronts:

There is a UGE “Fix It” Committee and a UGE “Future” Committee. These two committees work independently, but both will have an impact on UGE. Jim Goddard and the UGE Procedures Committee is the “Fix It” Committee and they are the ones who have sent a letter and two pages of suggestions (please see attached).

1) Direct Impact on UGE

- The UGE Graduate Assistant position was cut Fall 2003, and probably will not be restored anytime soon. Vicki has been sharing her GTA with UGE but that will be coming to an end.

2) Impact upon UGE and the Colleges

- Vicki has been meeting primarily with the Inter-Collegiate Coordination Panel (ICCP) that is, the associate deans of each college in regard to UGE
- She sees her role as pivotal between ICCP and UGE, as well as someone who has institutional memory
- Vicki’s responsibility is to maintain and update the UGE website, that is, to maintain the Annotated Course List of UGE Courses (<https://www.ksu.edu/catl/uge/AnnotatedCourseList-Spring2004.htm> )

- The following is a list of courses that have been asked by the departments to be dropped from UGE status:

ART 195

ART 196

ECON 555

FSHS 506

MKTIB 400

Only FSHS 506 has actually had it’s diamond shaped UGE designation removed from the Official K-State University General Education Course List which is maintained by the Registrar's Office. (<http://www.ksu.edu/registrar/enroll/gened.html> ) This is due to the fact that FSHS 506 went through its college’s Course and Curriculum Committee to remove the diamond UGE designation. The other courses listed above are still designated with a diamond meaning it is still considered a UGE course. Since Vickie is responsible for the Annotated List of UGE Courses, she will contact the registrar try to determine the process of designating UGE courses, and will report back to the UGE Council.

**Discussion ensued:**

- What resources would be necessary for the professor to keep the course designated UGE?
  - o More Instructors?
  - o More GTAs?
  - o More rooms/space?
- The essential questions of the UGE “Future” Committee (chaired by Gerald

Reeck, Associate Dean of Arts & Sciences) concern the evaluation of the student who graduates from K-State. Did that student learn what we said we taught?

- Portfolios were discussed. There was one summer when stipends were paid to faculty members to review portfolios of graduating seniors, but when the money was gone, portfolio reviews were over.
- Vicki and Patricia will get together and talk more about evaluations.

The Report from the UGE Procedures Committee, a letter from Jim Goddard and three pages of suggestions, were taken up for discussion.

- The purpose of the UGE Procedures Committee was to streamline and simplify the “UGE Process” which includes action by the Academic Affairs Committee of the Faculty Senate and the entire Faculty Senate.
- The faculty member must “cap” enrollment in a class to make it a reasonable size to teach

• Faculty perception of the current UGE process is that it is “too much work” to write the requested answers:

1) Introduction: General Introductory Paragraph. Why is this a general education course? Use this introduction to describe your basic reason(s) for suggesting this course/experience for general education. Tell why you think non-majors would benefit from this course. (See page 18 of the University General Education Proposal.)

• Active Learning : Three Major Criteria for Approval. Tell how the course/ experience will incorporate:

• Active Learning: Active learners are engaged in doing things and thinking about what they are doing. (See page 4.)

• Experiences: An Experiential Context for the Matter to be Studied: Base the content on experiences that students have already had or on direct experiences induced in the course and then move beyond that level. (See page 5.)

2) Connections: Foster Connections to Other Areas of Thought and Experience: Emphasize a whole rather than a part in order to challenge students to seek the connections across knowledge, to focus on the relationships among ideas. (See page 6.)

3) Performance : Identify Expected Student Performance. Will students write papers? Solve problems? Write essays on tests? What level of content mastery is expected? What level of analytical skill and connection-making is expected? How will students display this? Indicate here whether you expect this course to be an upper- or lower-division course. (See page 18.)

4) Fit: Discuss the Fit Between the Course Content and the University General Education Plan. Emphasize the place of this course in the overall understanding of general education at Kansas State University. Is the content of intrinsic interest to a general audience? Is it interesting for its utility to such an audience? Is it interesting for the connections it makes with other disciplines or experience? (See pages 6-7 and 18.)

5) Format : Explain How the Course Content will be Covered. What would be the format of the course? How will you use lectures, demonstrations, laboratories, discussion sections, readings, films, etc.? What class size do you expect? (See page 7, "Format" and page 18.)

6) Syllabus: Provide a Syllabus, Course Outline or Other Supporting Material. Illustrate specifically how you plan to fulfill the aims in items 2, 3, and 4 above.

7) Personnel: List All Persons Identified to Teach the Course List persons identified to teach the course and a statement that each has agreed that the course proposal outlines his/her interest and commitment to the general education plan.

- Goddard suggested that a class could be structured as a “class within a class”, which means that the UGE students take the same course as majors, but attend for only 2/3 of the class periods to cover the UGE portion, and then the majors stay for the additional 1/3 where more in-depth material is covered.
- Consensus that there needs to be a list of suggestions, maybe on the website, that would give a faculty member tips on how to craft courses for UGE.
- Vicki communicated that ICCP has approved and/or supported all of the suggestions of the UGE Procedures Committee.
- Vicki will now be an active member of the UGE Council, whereas, in the past, she has focused on the ICCP meetings.

Reg indicated that the UGE Council is not ready to take up these suggestions, but that the March 4th meeting this report from the UGE Procedures Committee will have primary focus. Be sure that all members of the UGE Council have read and taken notes on these suggestions, and be ready to discuss them at length, if necessary.

### **OLD BUSINESS:**

ENGL 525: Women in Literature TEAM 3 has read this proposal. Reg moved that it should be approved as written. Jim Goddard seconded. Passed by voice vote.

SOCIO: Social Construction of Serial Murder TEAM 2 has read this proposal. Greg moved to approve the course. Marv seconded. Passed by voice vote.

Both course proposals will go on to Second Reading by entire council.

Gretchen will send out an e-mail to remind everyone to read this proposal and to vote online. All votes must be in by noon March 3rd!

### **NEW PROPOSALS:**

UGE Council has received another proposal for a course to be designated UGE.

ANTH 505: South Asian Civilization

Gretchen has not yet received all the electronic parts of the proposal, but it will be on the UGE website by the end of next week. Paper copies were handed out to the members of TEAM 1. Members of TEAM 1— Please send comments and reviews of ANTH 505 to Gretchen and she will e-mail them to everyone.

Bronwyn asked if examples of how to write a proposal could be available on the website. Vicki will take this matter up with Bronwyn.

Jim Goddard moved approval of the Council minutes for December 4th 2003, and February 5th, 2004. Bronwyn seconded. Corrections were made to both sets of minutes. Minutes were approved as corrected by voice vote.

The two sets of minutes will be posted on the website by the Center for the Advancement of Teaching & Learning.

NEXT MEETING WILL BE THURSDAY MARCH 4TH IN ROOM 204 AT THE STUDENT UNION

**Respectfully submitted,**

**Gretchen Esping**

**GTA for the Center for the Advancement of Teaching and Learning**

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