

**Council on General Education Minutes**  
**February 27, 2018**  
**10-11:00 a.m., Stevenson Hall 140**

**Presiding:** Rocio Rivadeneyra

**Present:** Brian Aitken, Alan Bates, James Cunningham, Rebekka Darner-Gougis, Terry Plickebaum, Carla Pohl, Rocio Rivadeneyra, Abigail Robertson, Jean Standard, Benjamin Stiers, and Chad Woolard

Rivadeneyra called the meeting to order at 10:02 a.m.

**Guests:**

Michael Minton, Associate Director, Career Center  
Pamm Ambrose, Associate Director, University College  
Amelia Noël-Elkins, Director, University College

**Action Items:**

**1. Approval of Minutes**

The question was called. Pohl made a motion to accept the February 13, 2018 minutes. Darner-Gougis seconded. All in favor, none opposed. The minutes were accepted.

**2. IDS 128, Thriving in College, Career and Beyond (new course)**

The request was tabled from the previous meeting for additional information and the inclusion of additional political engagement content to the course.

Minton addressed the Council's two concerns from the previous meeting. The "Not for Credit if Had" statement was added to the updated proposal so that students taking IDS 128 would not receive credit if IDS 106 or IDS 122 had already been received. In addition, if IDS 128 is approved, Minton told the Council the "Not for Credit if Had" statement would need to be added to IDS 106 so that students taking IDS 128 would not also receive credit for IDS 106.

At the previous meeting, Woolard expressed concern over the lack of political engagement content as part of the course. Minton reminded the Council that the Center for Community Engagement and Service Learning was still planning its fall activities, some of which could include political engagement components given the upcoming election. However, Minton noted that in addition to a Service Saturday requirement, attendance at a Town Hall meeting with Town of Normal officials was added to help address the issue.

Ambrose thanked Council members for their feedback from previous meetings as it assisted her and others to connect the dots in terms of academic rigor to make students think more in depth on topics. She pointed out additional scholarly academic resources were added to the readings list. Noël-Elkins added that one of the additional readings added, *The art of happiness: A handbook for living*, to add a non-western perspective to the course.

Rivadeneyra mentioned she was pleased to see the addition of intercultural communications to the course and questioned the timing of readings in relation to the due date of assignments on the provided syllabus. Ambrose explained students will be asked to read the assignment the week prior to the in class discussion/assignment to be better prepared. Ambrose noted that instructors would need to communicate

that with students at the beginning of class. Minton further clarified that for example, in week five, students will be expected to complete the reading by L. Schroff and A. Tesniowski. However, students will be participating in discussion and activities related to that reading in week six of the course. Noël-Elkins added assignments and/or readings could be moved in the schedule if deemed appropriate.

Woolard commented that he thought the revised proposal and reading list were much more solid and approved of the changes. Rivadeneyra noted the proposal needed to be updated in section five to include the "Not for Credit if Had" statement if the student enrolled in IDS 106 or IDS 122.

The question was called. Rivadeneyra made a motion to approve the course pending the editorial change to include the "Not for Credit if Had" statement to section five of the proposal. Woolard seconded.

All in favor, none opposed. The motion passed.

Rivadeneyra will ask Rosenthal to return the proposal to Ambrose so the minor editorial revision can be made to the proposal.

Noël-Elkins will contact Minton and request he submit a proposal to update IDS 106 to include the "Not for Credit if Had" statement for IDS 128.

### **3. IDS 107 Summer Success Skills (new course)**

The proposal was tabled from the previous meeting pending receipt of additional information.

Rivadeneyra reminded Council members the course was a temporary course that had been offered for the past three to four years. Temporary courses are only allowed to be offered three times, at which time they then must either be requested to become permanent or must be discontinued. Ambrose told members the question of making the course permanent was brought up as staff were reviewing and evaluating IDS 122, LinC and IDS 108, University Success Skills.

Ambrose explained LinC offers a broader focus on topics such as career exploration while University Success Skills does not speak to engagement or career exploration. Noël-Elkins explained that IDS 107 would be a combination of both IDS 122 and IDS 108 as it offers a solid start for incoming freshmen without going overboard and scaring them away. The course lasts six weeks and is for 1.5 hours each day, Monday-Friday.

As one of the course projects, students will be required to write an academic autobiography of which the focus will be more about the process rather than the end product. The process will be broken down into separate parts including constructing an outline, producing a rough draft, etc. which will include an assessment with staff in the Visor Center. Students will also be required to complete the reading assignment of Shakespeare's *Much Ado About Nothing* in conjunction with a project involving the Shakespeare Festival. The assignment is focused on building cultural awareness and asking students to participate in things that may not normally be on their radars.

Noël-Elkins reminded Council members that the University had not had a summer bridge program in place for over 20 years. In the past, there has not been much desire to have one and little research has been done to explore the overall effectiveness of these types of programs. However, Noël-Elkins pointed out that there has been solid research conducted which outlines the effectiveness of first-year seminars that utilize the basic concepts or tenants of bridge programs.

Woolard asked whom the target demographic/population was for the course. Noël-Elkins responded that there are two primary targets for this course. The first population are students from McLean County. The Office of Admissions is doing more recruiting in this area as students erroneously feel they already know what Illinois State has to offer. This course could be used as a tool to show this group that Illinois State is different from their preconceptions. The other group this course will be targeted toward is student athletes who arrive prior to the fall semester.

Darner-Gougis questioned if the expectation was for these students to move here or live at home. Noël-Elkins confirmed that for those students from McLean County, the expectation was for them to live at home so that the University would not have to monitor these students' behavior. In regards to student athletes, it is possible they could live on campus during this time coaches are responsible for the monitoring their athletes and addressing any concerns/issues regarding behavior.

Darner-Gougis mentioned it seemed the course was similar to Success 101 and Ambrose confirmed the beginning of IDS 107 had the tenants of Success 101 included within it. IDS 107 would be a combination of the strong components from both Success 101 and LinC. Darner-Gougis questioned why IDS 107 was only offered in the summer and if Success 101 would continue to still be offered. Noël-Elkins explained Success 101 is linked to and mirrors COM 110 and BSC 101 courses. During the summer, many of the courses are either not offered, or are offered online so that there is not enough capacity available to be able to offer it in the summer. IDS 107 takes the basic concepts from Success 101 but does not include the true course linkage.

Rivadenevra pointed out there seemed to be an overlap between IDS 107 and IDS 128 and questioned if students should receive credit for both courses. Noël-Elkins replied that IDS 107 needed to be added as "Not for Credit if Had" to IDS 128. Ambrose asked if the Honors Mindset course, HON 102A17, needed the statement added as well. Rivadenevra mentioned that students who enter the program late would still need to take the Honors course to fulfill program requirements. Some of these students may have already have completed either IDS 107 or IDS 128 prior to entering the Honors program.

Aitkens suggested IDS 128 could be not for credit if students had already completed HON 102A17, similar to how CHE 102 and CHE 140 are currently handled. Noël-Elkins will work with Office of Admissions Director Jeff Mavros to determine if any of the incoming McLean County students have also been accepted into the Honors program.

Rivadenevra asked if IDS 107 would only be for incoming freshmen, which Noël-Elkins verified as being correct. Rivadenevra then asked if transfer students would take the course. Noël-Elkins informed members there was a separate course for transfer students, IDS 109, Transfer Student Seminar. According to Noël-Elkins, the curriculum for that course needs to be looked at more closely going forward.

Rivadenevra questioned if the stipulation of only allowing freshmen to register needed to be included in the proposal. Aitken stated during registration, the course could be set up as requiring departmental consent to register in order to monitor who enrolls in the course. Rivadenevra mentioned with such an overlap in content for IDS 128 and IDS 107, she would feel better if students could not receive credit for both courses to which Pohl also agreed. Woolard questioned if IDS 106 would need to be updated as well to include the "Not for Credit if Had" statement. Ambrose noted IDS 106 is handled by the Career Center who would need to request the change.

The question was called. Woolard moved to approve the proposal pending the inclusion of "Not for Credit if Had" IDS 107 statement to IDS 128. Pohl seconded.

All in favor, none opposed. The motion passed.

#### **4. SOC 123, Human Sexuality (proposed for SMT)**

The course was proposed by Dr. James Skibo, Chair, Department of Sociology & Anthropology.

Rivadenebra commented the course seemed to be an odd fit for the SMT category. Darner-Gougis mentioned BSC 101 contained reproduction content containing empirical data that focused more on the science aspect. Rivadenebra noted that courses with the SMT designation only had to fulfill one of the focus requirements rather than all three. For example, Aitken noted within the SMT category, only one course was a Mathematics course.

Aitken informed members the course had had a social science focus prior to 2004. He was not aware of the course's content now and thought it was possible the course may offer a lighter version of what is taught in science courses. Rivadenebra, Standard and Woolard commented the course seemed to come from a social science perspective.

Rivadenebra mentioned during her undergraduate career, she had taken a Conception to Birth course, which had a more biological-based perspective. Darner-Gougis agreed a Biology of Human Sexuality course would be very different than SOC 123. Both agreed either of these types of courses would be a better fit for the SMT designation rather than SOC 123.

Woolard asked if the Council should ask the department to include more of a scientific perspective or if it would be better to recommend the department propose the course for the SS category instead. Aitken said it would be possible to contact the department to see if they would be interested in pursuing either option. Rivadenebra wondered if there was a reason the department asked for the SMT designation rather than the SS designation. Aitken believed it might have been so the department could broaden its reach as it already has courses in the SS and ICL categories.

Woolard commented if that were the reason for the SMT designation request, the course would need to be re-tooled to make it a better fit. Standard added the re-tooling of the course would require expertise. Aitken mentioned the course has been around for quite some time and the course can be used for endorsement purposes. Darner-Gougis asked if the course consistently filled and Aitken confirmed the course usually does fill, especially as Psychology has not been offering the course. However, Aitken mentioned the population of students taking the course currently is different from those looking to meet General Education requirements.

Darner-Gougis asked if the course was ever a part of the General Education program. Aitken and Standard confirmed it had been as part of University Studies but was phased out in 2004. Darner-Gougis said that while she believed the course should be part of the current General Education, however, just not as an SMT course.

A motion was made by Woolard to reject the SOC 123 proposal for the SMT designation. Darner-Gougis seconded.

All in favor, none opposed. The motion passed.

Rivadenebra will contact the department with the Council's decision and feedback.

A motion was made by Rivadenebra to adjourn. Woolard seconded.

Meeting adjourned: 10:46 a.m.

Respectfully submitted,  
Soemer Simmons