

**General Education Council**  
**October 25, 2010**  
**PAC 493**  
**Minutes**

**Present:**

Harshavardhan Bapat  
Donna Bussell  
Heather Dell  
Jay Gilliam  
Richard Gilman-Opalsky  
John Martin  
Don Morris  
Karen Moranski  
Tung Nguyen  
Peter Shapinsky  
Pinky Wassenberg

**Absent:**

Natalie Tagge  
Justin Keenan (Student member)

- I. Approval of minutes from October 11, 2010: Richard Gilman-Opalsky motioned to approve the minutes with deletions, John Martin seconded, all in favor.

Approval of minutes from September 27, 2010: John Martin motioned to approve the minutes, Jay Gilliam seconded, all in favor.

- II. Approval of Courses: ENG 339 *ECCE: European Cinema* (Rosina Neginsky)

Existing course seeking Global Awareness / ECCE attribute

Discussion: There was concern regarding cost of and accessibility to films used for the class, as students are required to access films on their own and the library does not stream full films for courses. It was noted that the course falls under the category of “narrow interdisciplinarity” in that the course is interdisciplinary within humanities.

**ACTION:** Motion to Approve (Don Morris); Motion Seconded (Peter Shapinsky)

- III. Announcements

A. Discussion on Proposed General Education Changes and Revisions

GECCO has been asked to work jointly with Undergraduate Council on this issue, as it is important that the decision has the input of additional campus committees /organizations.

Discussions on the first year seminar included the viability of the seminar within the budget, the possibility of equal buy-in from the colleges or if CLAS bear the brunt of the work load.

On eliminating the ECCE elective, the question came up as to when the elective would be discontinued and how many courses would be affected by this change in policy. It was noted that the College of Public Affairs and Administration currently has two ECCE electives and both instructors of these sections are aware of the plan to eliminate the requirement. The rest of the ECCE electives are taught by adjuncts.

A member asked where we are currently short on classes. It was noted that the previous shortage of online courses is no longer the case and now we have plenty of online classes and a shortage of on-ground classes.

In addition, there is often a shortage on Global Awareness classes. Global Awareness is a major course and because students “double dip”, it is difficult to know if students enroll in this course to meet a major or an ECCE requirement.

There is a 20 seat cap on UNI courses and we are paying \$20,000 to adjuncts to teach UNI courses.

The seminar class is expected to help with retention efforts. The estimated cost of tuition, room and board revenue over four years is \$60,000 per student. Currently UIS is retaining about 75% of its freshman class each year. When considering the lost revenue of 25% of freshman, if a few first year students were retained each year due to the seminar, the cost of offering the seminar will pay for itself.

There is a benefit to having full time faculty skilled in pedagogy teaching the seminar course. Peer advisors already on payroll are available to assist the full time faculty members with the course. National data indicate the combination of using full time faculty and peer advisors in a freshman seminar class will increase retention.

The two initiatives UIS needs to implement to increase retention are a summer bridge program (about \$150,000 per year) and a freshman seminar class to be taught by full time faculty and staffed with peer advisors (about \$50,000 per semester).

Karen will submit a data request to Institutional Research to get an idea of how many students are “double dipping” (or what percentage of students are using major courses to fulfill ECCE requirements. Pinky noted that 100% of Political Science students “double dip”.

The statement was made that if the goal of general education is counterbalancing major coursework and students are “double dipping” ECCE and major courses, UIS is not currently providing education to students they would not otherwise get (counterbalancing).

The following proposals were suggested:

Option 1: Eliminate the ECCE elective

Option 2: Require students to complete courses in three of the four ECCE concentrations with the stipulation that at least one of the three courses must be taken outside of a student’s major.

Option 3: Cut the ECCE elective to ten hours and require students to take courses in at least two of the three concentrations.

Problem with Option 3: If we cut the elective and go to two out of three concentrations, we will be forcing the department to offer internships. A few students want three hour internships, but employers request six hour internships.

The point was made that if we require ECCE courses in two or three (or three or four) concentrations that the increased flexibility will create an advising burden.

It was suggested that programs specify in the catalog copy how ECCE should be used for their major. If departments prescribe how ECCE should be used in their program, each department's requirements would need to be programmed into DARS to reflect their preferences accordingly. A positive outcome of prescribing ECCE for each department would include ease of projecting enrollment and staffing needs.

It was noted that the double dipping practice has worked for five years and we have achieved general learning outcomes. Some departments have stepped up and are now offering international education.

The question was asked if departments lose anything by students doing their internships outside of their department. It was acknowledged that this is an ongoing discussion. It was stated that additional electives in the Accounting program would push the degree over 120 hours.

Karen stated the debate at the General Education Forum was the importance and preservation of the ECCE categories vs. the strong argument for flexibility in the ECCE requirements.

It was noted if the "three out of four" option were implemented, then more three hour service learning courses would need to be developed. It was suggested in this case that service learning courses for online students be increased so online students can do an internship in their own community or workplace.

It was noted that the freshman seminar teaching course load would be proportionately distributed across departments and the provost has mandated that graduate programs also take part in general education.

When asked if members supported the proportionality concept, a member questioned if there would be an option to "buy out" of teaching the seminar course. This returned the group to the discussion of having full time faculty teach the seminar course.

Karen noted that there are currently both Academic and Student Affairs staff teaching UNI 101 and doing an excellent job. The question was asked whose decision it would be to choose Academic or Student Affairs staff members to teach the seminar. It was suggested that Karen Moranski or GECO would make the hiring decision for other colleges that wanted to buy out of teaching the freshman seminar.

**Conclusion:** There is strong interest among GECO for the proportionately balanced freshman seminar teaching load proposal.

B. Discussion on General Education Cap Size & Sustainability: Tabled

C. Announcement About an Applied Math Category Meeting with Non-Math Departments

John Martin, Jay Gilliam, Tung Nguyen and Pinky Wassenberg volunteered to work with the Math Department on behalf of GECO

D. Paul Simon Award

Nomination form and essay due November 30, 2010.

GECO role will be curricular elements of General Education & ECCE

Karen Moranski requested volunteer(s) to serve on drafting committee. Peter

Shapinsky suggested Karen Moranski talk to Jonathan GoldbergBelle regarding the

Paul Simon Award. The next step is to meet with the Undergraduate Council.

Respectfully submitted,  
Kimberly Craig