University of Wisconsin – Eau Claire

University Liberal Education Committee
Monday, September 22
Council Oak 260, Davies Center

Guests: M. Cassidy, C. Manning, J. Pratt, J. Prushiek, J. Shaddock, E. Torres

Presiding: M. Goulet, Chair

Convened: 2:00 PM

Meeting Minutes

1. Approval of minutes of September 15, 2014
   - Motion to approve minutes of September 15, 2014, seconded, approved as distributed

2. Consideration of Course Proposals/Revisions for GE/LE Designation
   - Motion to approve CSD 150 for K2, seconded, approved (8-3)
     • Social science theory? Should articulate what social science theories are
     • Communication theories are very broad, impacts everyone everywhere, all the time
     • Is an overview course, not required for majors, communication theories not disorders theories
     • Increases awareness of communication’s importance
     • Assignments for all courses are expected to be tweaked as time goes on
   - Motion to approve CSD 150 for R3, seconded, approved (11-0)
   - Motion to approve ES 385 for R1, seconded, approved (11-0)
     • Unsure regarding the course’s application for both R1 and R2, a course has never applied for both
     • Why are there no course prerequisites?
       • Part of GE coursework, all education and communication sciences and disorders majors need to take it, open to everyone
       • Students expected to have completed 15 service-learning credit hours
       • Some concern, would like students to have more opportunity for R1 and R2, don’t like them both in one course
       • Course compares and discusses state, US, global frames, can’t avoid it
   - Motion to approve ES 385 for R2, seconded, denied (3-8)
     • We don’t quantify the amount of time spent
     • Central important theme throughout course, every single item has a global frame
     • Global component is always part of class discussion, active international partner taking part in many of the discussions
     • Those enrolled could teach in US, Europe, Iraq, however, felt context was all US-related, trying to pull in understandings and pedagogies from all over/create bridges
     • If students have knowledge, can transfer it to other contexts
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- To be effective in a US school, must understand how it fits globally
- Embedded lenses throughout course
- May have done a disservice by separating multi-cultural from global
- Synergy between international and multi-cultural

Adjourned at: 2:54 PM
Submitted by: S. Forcier
Approved: 9.29.14