Chair Joan Curry called the meeting to order at 3:15 PM with a quorum of 14 voting members. Two additional members arrived after approval of the minutes. Kyle DiRoberto voted as proxy for Jeremiah Paschke-Wood.

I. Approval of Meeting Minutes from February 19

Steve Kortenkamp moved to approve the minutes for February 19th as submitted. The motion was seconded by Jessica Maerz, and passed with 9 votes in favor and 3 abstentions.

II. Update on Graduate Student Teaching proposal – Joan Curry

The proposal to update the policy on who can teach General Education courses, approved by UWGEC at the 10/16/2019 meeting, has been reviewed and altered by Undergraduate Council. The updated proposal is to create a 3-year pilot program in which graduate students may submit applications to be allowed to be listed as the instructor of record for Tier Two courses. Applications will require approval from the Department Head and the Dean (or Dean’s designee) of the offering department, and the UWGEC will serve as the collecting point (but not approver) for all completed applications. The 3-year pilot will allow the university time to gather data and determine whether to continue with the application process or adjust the policy.

III. Course Proposals

1) PAH 150B1, Motorcycle Culture: Free Spirits, Easy riders, and the Human Experience – new for Tier One Individuals and Societies. No concerns were raised about course content or designation. The committee noted that the absence policy needs to be updated so that students aren’t required to bring documentation of health-related absences.

   Steve Kortenkamp made a motion to approve PAH 150B1 for Tier One Individuals and Societies. Tanya Quist seconded this, and the motion passed with 13 votes in favor and 2 abstentions.

2) WFSC 223, Introduction to Data Literacy – modification to add Tier Two Natural Sciences designation to an existing course. The committee raised concerns that the Learning Outcomes were not clearly related to the Tier Two Natural Sciences learning outcome or to the Tier One Natural Sciences learning outcomes. The syllabus did not clearly demonstrate how the writing requirements (10 total pages of writing, at least one assignment of 750 words completed outside of class, and at least one assignment that students revise after instructor or peer feedback) would be met. The committee also noted that the class schedule table did not include dates or time frames, and there was little detail on the reading assignments in that section. The committee would like to see both added to the
schedule, in order to determine what percent of grading would be complete by the halfway point in the semester, and in order to have a better picture of what students’ reading assignments would be.

Kim Jones made a motion to table WFSC 223 and request an updated syllabus as noted above to review at an upcoming meeting. Rob Groves seconded this, and the motion unanimously passed with 15 votes in favor.

IV. Statement on Second Language Requirement – Amy Fountain

A drafted statement on the purpose of the Second Language requirement was reviewed and discussed:

- The full statement would be useful as an internal guiding document for committee members, but it would be best to abridge the statement if the intent is to place it on the website or add to the second language requirement policy.
- How can we proactively address requests to waive the requirement in the future? It would be good to share this document with the Curriculum subcommittee of the new Gen Ed taskforce; they may find it helpful as they craft the curriculum of the new Gen Ed program.
- There is some concern about the final bullet point of the document, which states that the committee would consider a substitution of an alternate requirement in the spirit of the existing requirement provided the alternate requirement accomplishes the same goals and principles- this might encourage departments to request waivers, rather discourage them. It may be best to re-word or remove this bullet point before posting the statement.
- Committee members emphasized the need for the publicly posted document to include the text about the requirement being not a course requirement but a proficiency requirement.
- It could be helpful to collect institutional data on how many students complete the second language requirement through courses vs. proficiency exams or other avenues.

Amy Fountain will consolidate and revise the drafted statement, to create one document for the public, and another more detailed one for context for the committee (and to share with the Curriculum subcommittee of the new Gen Ed taskforce).

Joan adjourned the meeting at 4:25 PM.

Respectfully submitted by Abbie Sorg, 3/20/20