

**Academic Foundations Committee  
Minutes**

November 8, 2005

<b>Present:</b>	Randall Gloege Mark Hardt Connie Landis Sandie Rietz Curtis Sherrodd (student)	Dan Gretch Susan Gilbertz Noreen Lee Bruce Brumley Chelsey McCollum (student)
<b>Absent:</b>	Abbas Heiat – <i>excused</i> David Garloff – <i>ex-officio</i> John Cech – <i>ex-officio</i> Mary Susan Fishbaugh – <i>ex-officio</i> George White – <i>ex-officio</i>	Tasneem Khaleel – <i>ex-officio</i> Kirk Lacy – <i>ex-officio</i> Joe Michels – <i>ex-officio</i> Curt Kochner – <i>ex-officio</i>
<b>Guest:</b>	Emily Valenzuela	
<b>Presiding:</b>	Connie Landis, Chair Alternate	

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Connie Landis called the meeting to order at 3:45 p.m. in COE 304.

The minutes of November 1 were accepted with a correction.

I. Discussion/Action Items

A. Instructions on integrated/interdisciplinary courses and results presentation document –  
For Approval

Discussion and approval will be postponed until all categories have been discussed.

B. HHP 420

The Department of Health and Human Performance has sent through paperwork to change this course to HHP 270, so it will be acceptable in Cultural Diversity.

- Motion by Susan Gilbertz, seconded by Sandie Rietz to include HHP 270 (Item 9.m and 35) in the Cultural Diversity subcategory.

- Motion carried with 1 abstention.

C. COMT 250: Inconsistencies between matrix and syllabus

The Department of Communication and Theatre provided a more fleshed-out semester syllabus, which also states there is no text for the course. Instead, it states there are readings on reserve in the library for the class.

- Motion by Sandie Rietz, seconded by Randall Gloege to accept COMT 250 (Item 10.e) in the Fine Arts subcategory with correction of the discrepancy in the matrix.

- Motion carried.

D. PHIL 314: Move to 200 level?

Susan Gilbertz spoke with Gary Acton, chair of English and Philosophy, who said that he understands why the Committee would not want upper level courses in Academic Foundations, but lowering PHIL 314 to 200-level may not sit well with members of the Department.

- Motion by Connie Landis, seconded by Susan Gilbertz that 300- and 400-level courses will not be accepted in Academic Foundations.

It was noted that any student can be advised into another course, and that is where we can lose the assessability of the program.

- Motion carried with one opposed.

It was cited that departments can redesign courses if they want to, so that they fit the lower level requirement.

- Motion by Susan Gilbertz, seconded by Randall Gloege to not accept PHIL 314 (Item 11.b) in Humanities because it is an upper division course.

- Motion carried.

E. Continued Submission Discussion

1. Global Academic Skills

**Item 3** MATH 106 College Algebra

**Item 3.a** MATH 122 College Math for Technology

**Item 3.b** MATH 107 Precalculus

**Item 3.c** MATH 112 Calculus I

**Item 3.d** MATH 121 Finite Mathematics

**Item 3.e** MATH 202 Mathematics for Elementary Education II

**Item 3.f** STAT 141 Introduction to Statistics

**Item 3.g** STAT 241 Statistical Methods I

**Item 3.h** MATH 141 Contemporary Mathematics

Mark Hardt reported for the subcommittee that our hands are somewhat tied on the math courses because many of them are required by the Commissioner of Higher Education and the Office of Public Instruction as part of a transferable core of courses. MATH 106, 122, and 107 are all acceptable courses. MATH 112 does have a prerequisite, but students can test into it. MATH 202 is restricted to education majors. There are also two statistics courses, STAT 141 and 241. It was noted that 241 is a more applied course. It was cited that all these courses seem to address different populations.

- Motion by Sandie Rietz, seconded by Noreen Lee to accept all submitted Math courses (Items 3, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, and 3.h).

- Motion carried with one abstention.

Sandie Rietz noted that the courses in English and Information Literacy are related. PSYC 271 does not seem to fit Information Literacy at all. It is a writing intensive course, but does not teach processes for writing those papers. COMT 110 and 130 were both exceptionally vague. It was noted that it seems the College of Arts and Sciences doesn't really know what Information Literacy is, so they just threw any courses in that didn't fit elsewhere, perhaps in the hope of regaining the Oral Communication category. It was noted that the Academic Foundations document does not explain Information Literacy adequately. It was noted that a public speaking course does fit into Information Literacy, but we have to review the paperwork submitted, not an idea of an appropriate course.

It was observed that the focus of Information Literacy is the gathering of information, not about writing a paper or making a presentation. The courses submitted will ask students to write or present, but no more than any other course. Students should take an Information Literacy course right away in their first semester of school.

It was cited that the Committee should report to the Academic Senate that we did not receive an appropriate course for the Information Literacy category, and perhaps ask them to encourage further submissions. It was noted that we could also recommend abandoning the category. It was stated that the Information Literacy category is the only original thing this Committee has done, and we should not abandon it.

The Committee agreed that a motion regarding this situation should be carefully worded for the next meeting.

The meeting adjourned at 5:02 p.m.

Respectfully submitted, Rita J. Rabe Meduna.