Present: Rowling, Schipporeit, Wozniak, Lawson, Mitchell, Deiterman-Greni, Bridges, Jackowiak, and Blauwkamp. (Drinkwalter joined the meeting just as the GS Council minutes were discussed).
Absent: Powell, Nikels, Walden, and Becker. Guest: Rick Miller

I. Review of minutes of November 18, 2004. – Motion to approve minutes was made by Wozniak (Lawson). Vote was unanimous. The motion carried.

II. New Business

Rick Miller brought to the committee his proposal for Cultural Diversity Credit for International Experience. (A copy of the proposal is provided at the end of the minutes). He reported to the committee that the idea for the proposal came from a discussion with officials at Friends University about a similar program at that institution. Previous drafts of this proposal had been reviewed by and suggestions incorporated from the GS Council and Jerry Fox. Dr. Murray has also been apprised of the proposal. Miller asked the committee for its endorsement. He recommended one amendment – to allow students to receive a waiver of 1 to 3 hours of their CD requirement, rather than 1 to 3 hours of CD credit as the proposal now reads.

Some discussion followed. In response to questions, Miller replied that the proposal, as written, would not exclude international students but would limit their participation to study abroad in cultures different from their native culture and not include their study in the US. To receive the waiver, a student would need to submit a proposal in advance of their travel, in order to prepare in advance to maximize their cross-cultural experience, and they would be required to write a scholarly paper on their experience and do a public presentation (at Student Research Day or a similar forum). He noted that the new ad hoc WI&CD Committee would need to supervise the process and approve the waivers, NOT the GS Council as the proposal now reads. He also noted that faculty mentors would probably need some basic training in order to ensure quality control and uniform standards for the waivers, and he volunteered to conduct any such training.

Motion to endorse the proposal with the two amendments previously noted (the waiver of 1 to 3 hours of CD requirements rather than course credit, and the WI&CD Committee not GS Council supervising) was made by Wozniak (Lawson). The vote was unanimous. The motion carried.

Motion to accept proposals #9-19 (see below) was made by Bridges (Lawson). The vote was unanimous. The motion carried.

NUMBER, REQUEST, LEVEL, SPECIFIC REQUEST, DEGREE/COURSE, PROGRAM/COURSE TITLE, DEPT, COL, REASON

#9, Alter, Course, Title, PE 469, Energy Balance & Weight Control, HPER/LS, EDUC, It is desirable to rename the course and change the prerequisites to more accurately reflect the material being taught. The catalog description should also more accurately reflect the material being taught. New course title: Nutrition for Health and Sport.

#10, Alter, Program, B.S., Recreation and Park Management - Travel/Tourism Emphasis, HPER/LS, EDUC, The program is to be altered because BIOL 315GS - Human Ecology - has been discontinued.
The proposed alteration entails replacing BIOL 315GS with GEOG 305GS - Environmental Conservation.

#11, Alter, Course, Prerequisites, ART 318M, Graphic Design I, ART, FA, Prerequisite to be changed to ART 301M or ART 301, ART 305M or ART 305. This is for the purpose of registration so that students who take ART 301 or ART 305 don't have to be issued a permit by the chair.

#12, Alter, Course, Prerequisites, ART 305M, Electronic Imaging, ART, FA, Prerequisite to be changed to ART 301M or ART 301, ART 305M or ART 305. This is for the purpose of registration so that students who take ART 301 or 305 don't have to be issued a permit by the chair.

#13, Alter, Course, Title, BIOL 109, Plants and Animals and Their Environment, BIOL, NSS, This course is being changed in order to better serve education majors. New course title: Classroom Biology.

#14, Alter, Course, Title, HIST 411, Society and Culture in the Middle Ages, HIST, NSS, Changing course title to more accurately reflect the course content. New course title: Saints & Sinners.

#15, Create, Course, HIST 412, Society and Gender in the Middle Ages, HIST, NSS, Has been offered as 495 and now needs to be given a permanent number for the catalog.

#16, Alter, Program, B.A. Ed, History 7-12 Teaching Subject Endorsement Option, HIST, NSS, To add newly created course 412 Society and Gender in the Middle Ages as a regular part of the curriculum.

#17, Alter, Program, B.A., History Option, HIST, NSS, To add newly created course 412 Society and Gender in the Middle Ages as a regular part of the curriculum.

#18, Alter, Program, B.S., History-Social Science Comprehensive Option, HIST, NSS, To add newly created course 412 Society and Gender in the Middle Ages as a regular part of the curriculum.

#19, Alter, Course, Title & Prerequisites, PSY 300, Seminar in Psychology, PSY, NSS, To better describe the objectives of the course. New course title: Orientation to Psychology.

Review of General Studies Council Minutes – Minutes from the November 4 meeting of the GS Council were distributed. Highlights include two versions of the proposed revision of General Studies requirements for FAH. The difference between the proposals pertains to the historical perspectives category and how qualifying courses are defined. Discussion of these proposals is on-going in the college educational policy committees.

Other New Business – Wozniak on behalf of Powell (who was absent) distributed two documents that will be discussed at a subsequent meeting. One was the latest results of the National Survey of Student Engagement. The other was Analyses of Assessment Topics Addressed in the North Central Accreditation Team Final Report.

III. Adjournment

Next Subcommittee Meeting: Wednesday, January 12, 2005 at 4:00 pm in 2122 Founders Hall
Next Committee Meeting: Thursday, January 20, 2005 at 3:30 pm in Ockinga Center.

Respectfully submitted by
Joan M. Blauwkamp, Secretary
Cultural Diversity Credit for International Experience

It is an institutional goal that our students gain an understanding of cultural diversity by directly confronting --through reading, classroom activities, and other means--the experiences and values of groups and cultures outside the mainstream of American life. To achieve this goal, students are required to complete six hours of coursework, which is designed to enhance an understanding of cultural diversity. In general, cultural diversity courses expose students to the experiences and values of groups and cultures that have been underrepresented in portrayals of American life.

The purpose of this proposal is to provide students with an additional means by which they can gain an understanding of the experiences and values of groups and cultures other than their own.

This application process is primarily for U.S. citizens. International students are not eligible unless the international experience is not in their home country.

A. In order to receive Cultural Diversity credit for an international experience:
   1) A proposal of the student's international experience must be submitted to and approved by the General Studies Committee prior to departure; *
   2) Academic preparation prior to travel as well as production of a paper upon return and oral presentation describing the experience must be overseen by a full-time faculty member.

B. The international experience must include:
   1) A minimum stay of two weeks (a longer time is preferable);
   2) Interaction with the people and social institutions in the target culture. This should include:
      • Staying in homes, if possible;
      • Visiting historical sites and political institutions;
      • Studying the target culture’s artistic, religious, philosophical, linguistic, literary, political, economic, and geographical heritage;
   3) Some experience with the target culture's language

C. Paper to be submitted:
   1) The student should submit a copy of the 12-page to 24-page paper written in the most current version of either MLA or APA style to your faculty mentor and to the Director of General Studies.
   2) Each semester, students who have completed an international experience will meet with a group of faculty designated by the General Studies Council to discuss the experience. This could be in the context of a presentation at a public forum such as Student Research Day or the World Affairs Conference.
   3) The paper should include:
      • The student's complete name, address, telephone number and student I.D.;
      • Appropriate appendices with relevant photos and other documents beyond the 12-24 pages of narrative (optional);
      • Description and/or narration of the experience (Explore who, what, when, where, why, how long. Address the means by which you met the criteria in A-2 above.;)
• **Analysis** of the experience (What ideas and insights have you had as a result of the experience? What did you learn? How are you different because of your exposure to another culture?);

• **Reflection on the experience** (What were your initial responses to the experience? Do you think differently about other cultures now after some reflection? How did what you read related to what you found out experientially);

• **Application** of the experience (How would your knowledge be useful in other situations? Has the experience changed the way you approach certain situations?).

D. Credit Award
The process for reporting Non-Traditional Credit will be used to recommend the number of hours (1-3) of credit earned. A processing fee of $35.00 per credit hour will be assessed, unless the international experience is undertaken in conjunction with a UNK course offering. There is no additional fee if the international experience is taken in conjunction with a UNK course. The General Studies Committee will apply uniform standards in recommending the number of credit hours to be awarded. These standards will be based on the time spent outside the home culture, the extent of the programmed interactions with representatives of the host nation, and the length and quality of the paper produced.

• *Application for exception to the prior approval provision may be made by students with long-term expatriate experience or transfer students with international experience.*
<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>No Credit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal</strong></td>
<td>Proposal is too sketchy to ascertain how world culture outcomes could be met. No evidence of contact with mentor.</td>
<td>Proposal is definite, and includes a purpose, academic goals, and a disciplinary focus with explicit details of planned visits to historical sites and other cultural experiences. Evidence of having met with mentor and proposed reading list attached.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>Insufficient evidence that student met with mentor and completed requirements for travel. No mentor recommendation.</td>
<td>Sufficient evidence that student met with mentor and completed requirements for travel, including pre-trip reading assignments. Evidence supplied through mentor recommendation.</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>Stay of less than two weeks. Little or no contact with target culture.</td>
<td>Stay of 10 days or longer. Adequate contact with target culture</td>
</tr>
<tr>
<td><strong>Paper</strong></td>
<td>Insufficient evidence of study of target culture’s artistic, religious, philosophical, linguistic, literary, political, economic, historical, and geographic heritage. Paper does not match catalog guidelines.</td>
<td>Sufficient evidence of study of target culture’s artistic, religious, philosophical, linguistic, literary, political, economic, historical, and geographic heritage. Said evidence is presented to Faculty Mentor as a 12-24 page paper; APA/MLA style, with citations from the reading list and at public forum, e.g., Student Research Day, World Affairs Conference.</td>
</tr>
</tbody>
</table>

E. Role of the Faculty Mentor

The faculty member selected by the student and approved by the General Studies Council will be responsible for:

1) Preparing a reading list that will enhance what the student learns during the international experience. The reading list should include materials with a disciplinary
focus relevant to the student's major or minor as well as materials that compliment the goals of general studies with regard to understanding cultural diversity, which can include material on the art, music, literature, social structure, and culture of those with whom the student will interact during the international experience.

2) Assisting the student in preparing a proposal for obtaining credit for the international experience. This will include approving the planned activities that the student will undertake during the international experience.

3) Meeting with the student prior to the international experience to discuss the readings and the students plans. Meeting with the student after the international experience to assess what the student has learned. Grading the paper and assisting the student in preparing a presentation for a public forum that describes the experience.

4) Making a recommendation for the number of credit hours to be awarded based on a rubric provided by the General Studies Council.