

OFFICIAL MINUTES

**General Education Committee Meeting
7th Meeting/Academic Year 2022-2023
Virtual on Teams Only
12:30 – 3:00 p.m., Thursday, March 23, 2023**

Voting Members Present: A. Schatteman, Chair (Baccalaureate Council); D. Brown (CLAS); M. Myles (BC); A. Navarrete (CLAS Student); S. Estes (Academic Advising); S. Sharp (CLAS); J. E. Strid (BC); S. Takai (CEET); D. Walker (CEDU); J-C Wang (CVPA).

Voting Members Absent: C. Abreu (CLAS); M. Cooke CHHS); Y. Liu (CBUS); E. Romancew (CEET Student); A. Zaker (CBUS Student)

Ex-Officio Non-Voting Members Present: O. Ghrayeb (Senior Vice Provost); J. Rhode (Office of Institutional Effectiveness); C. Zack (Accreditation, Assessment & Evaluation); C. McFarland McKee (CC/CE).

Ex-Officio Non-Voting Members Absent: N/A

- I. **Meeting Call to Order by Chair** - With a quorum present, Chair Alicia Schatteman called the meeting to order at 12:31 p.m.
- II. **Adoption of Agenda** - Estes moved to adopt the agenda, seconded by Myles. Motion to adopt was **APPROVED**.
- III. **Approval of Minutes from 2022.02.16** - The meeting of February 16, 2023 was cancelled, so there were no minutes to approve.
- IV. **Announcements**
 - A. General Education Realignment Survey – Schatteman announced that the survey was distributed on Thursday, February 21, 2023 and results to-date would be discussed under new business.
 - B. Meeting Schedule – Schatteman announced that after today, there is just one GEC meeting remaining for AY22-23, on April 20, and we should have another round of survey responses to share at that meeting.
- V. **Recommendations to BC for Catalog, Policy, or Website Changes**
 - A. College of Engineering and Engineering Technology – Schatteman noted that a request had been received from CEET to remove ISYE 250 from the General Education curriculum and called for a motion to approve that request. Estes moved approval, Strid seconded the motion. During discussion, Ghrayeb noted he was surprised at the request to remove the course, as it will not count as general education for those students who are required to take the course. Myles noted that there may have been an oversight of the impact of removing the course for their majors. Rather

than remove the course at this time, Schatteman noted that she or the curriculum coordinator would check with the ISYE Department Chair to confirm that they have considered the impact on their students first. Motion TABLED to be revisited at April meeting if needed.

- B. College of Health and Human Sciences – Schatteman called for a motion to approve a new application for a new course PHHE 335, Public Health Communication, to be accepted into the General Education curriculum in the Society and Culture Knowledge Domain. Estes moved approval, seconded by Myles. Following brief discussion supporting the decision of the department and CHHS to remove a corequisite, the motion to add PHHE 335 in the Society and Culture Knowledge Domain was **APPROVED UNANIMOUSLY**.
- C. University Honors – Schatteman called for a motion to approve a new application for a new course HON 420, Migration and American Food: Plants, Cuisine, and Identity, to be included in the Society and Culture Knowledge Domain of the General Education curriculum. Estes moved approval, Strid seconded. There being no discussion, Schatteman called for a vote. The motion to add HON 420 in the Society and Culture Knowledge Domain was **APPROVED UNANIMOUSLY**.

VI. Old Business

- A. General Education Program Re-Organization – McFarland McKee asked for GEC members feedback on the new online form to submit or update GE courses at <https://fs19.formsite.com/niuform/eazvuctcpv/index.html>. She noted that the form has been revised to allow submitters to attach a current course syllabus. Other suggestions were to include information about course prerequisites and corequisites. Schatteman will work with McFarland McKee on suggested revisions to bring back to GEC members.
- B. Rubrics and Student Learning/Baccalaureate Outcomes – Schatteman noted that the Student Learning Outcomes on the General Education website are mostly the same as the Baccalaureate Outcomes, but there are some differences. Schatteman shared that feedback from some of the faculty and chairs who are completing the survey highlighted that some of the learning outcomes identified for the Knowledge Domains do not track very well to the intended student learning outcome descriptions in the rubrics on the NIU website. She explained that updating the Student Learning Outcomes and the Baccalaureate Outcomes so that they are better aligned, and track with the Knowledge Domains, will need to be on the agenda for the GEC working in conjunction with the new Vice President of Assessment, when that position is filled. Schatteman suggested that we also bring in participants from other committees into a collaborative working group, with oversight from the new VP of Assessment. Rhode added that aligning all of the work that GEC is doing and the HLC-related conversations that are happening across campus will be really important in moving forward with the assessment plan and the rubrics. Schatteman noted that this will need to be a priority in the fall, but

perhaps some of the work can be done over the summer, once the new VP of Assessment is in place.

VII. New Business

- A. General Education Realignment Survey – McFarland McKee presented a summary of survey results through March 20, 2023. Surveys were requested for 246 general education courses offered between Fall 2020 and Fall 2022. As of March 20, surveys had been received for 139 courses with the bulk of outstanding surveys to come from CLAS, which offered more general education courses during that time period than all other colleges combined. McFarland McKee noted that surveys indicate five (5) courses may be or are no longer appropriate for the general education curriculum, and only 15 courses were reported for a change in the course Knowledge Domain. Schatteman commented with so few courses submitted with a change in Knowledge Domain, that may signal that the GEC had done a good job in selecting the right student learning outcomes for each of the Knowledge Domains.

Further discussion noted that sending out the survey had caused a stir, and varying levels of panic about changes coming in the General Education curriculum. Schatteman noted that we probably needed to do more outreach and engagement with curricular deans and department chairs in advance to explain the purpose of the survey and ease concern. She explained that a lot of outreach has now been done, and she thinks we are now on a good path in partnership with the colleges and departments, and they know they can reach out for assistance.

Walker noted that advance communication in CEDU was good, but feedback from chairs was that the survey instrument was cumbersome and redundant in that it required re-entering the same initial data for every course. He suggested that drop-down menus be used if there is a second phase of the survey so that survey respondents do not have to re-enter some of the initial data.

- B. Labs and General Education – McFarland McKee raised the question about whether labs should be listed in the GE curriculum, noting that in some cases, the lecture course and the affiliated lab were each listed in a GE knowledge domain, but that it is not consistent across Gen Ed courses that have labs. Schatteman noted that in the Knowledge Domain Requirements and Course Descriptions in the catalog, it states that a course with an affiliated laboratory course shall be counted as a single course. Estes offered some perspective on the history of labs being included in Gen Ed curriculum and of some departments specifically requesting to have their labs removed from the Gen Ed curriculum. Schatteman summarized the discussion as a general sense that labs should not be included in the General Education, but that no action need be taken at this time. Estes advocated that additional feedback be gathered in case the GEC is overlooking anything, and that the issue be revisited at the April meeting.

- VIII. **Next meeting of GEC** - Schatteman announced that the next meeting of the GEC will be the last meeting of the Academic Year, and will be April 20, 2023, on Teams, and invited GEC members to submit any requested agenda items to the curriculum coordinator one week before the meeting.
- IX. **Adjournment** - Having concluded the business on the agenda, Schatteman called for a motion to adjourn the meeting. Estes moved to adjourn, seconded by Myles. Meeting adjourned at 1:13 p.m.

Respectfully submitted,

Carol McFarland McKee
Curriculum Coordinator/Catalog Editor

AGENDA

**General Education Committee Meeting
7th Meeting/Academic Year 2022-2023
Virtual on Teams Only
12:30 – 3:00 p.m., Thursday, March 23, 2023**

I. Meeting Call to Order by Chair, Alicia Schatteman

II. Adoption of Agenda

III. Approval of Minutes from 2022.02.16 – *N/A Meeting Cancelled*

IV. Announcements

- A. General Education Realignment Survey distributed on Thursday, February 21, 2023. Results to-date will be discussed under new business.
- B. There is just one GEC meeting remaining for AY22-23, on April 20.

V. Recommendations to BC for Catalog, Policy, or Website Changes

A. College of Engineering and Engineering Technology

Request to remove course from GE curriculum. *Application requesting removal is in Teams folder.*

- Reference 18128620 – ISYE 250 – Introduction to Lean Systems Engineering
 - Knowledge Domain: Nature and Technology.

B. College of Health and Human Sciences

New GE Application/New Course. *Complete application and syllabus available in Teams folder.*

- Reference 18105275 – PHHE 335 – Public Health Communication
 - Knowledge Domain: Society and Culture
- Update received 3.22.2023 - “The Public Health Curriculum Committee met today and voted to remove the corequisite (PHHE 315) for the newly proposed course, PHHE 335. Keeping the prerequisite (PHHE 295) is consistent with another general education course we offer, PHHE 315. The Public Health Curriculum Chair noted that many other general education courses do have a prerequisite, and the committee felt it was important to the content covered in PHHE 335 to keep the prerequisite of PHHE 295.”

C. University Honors

New GE Application/New Course. *Complete application and syllabus available in Teams folder.*

- Reference 17993405 – HON 420 – Migration and American Food: Plants, Cuisine, and Identity

- Knowledge Domain: Society and Culture

VI. Old Business

- A. General Education Program Re-Organization – feedback from GEC members on new form to submit/update GE courses on [NIU website](#).
Link: <https://fs19.formsite.com/niuform/eazvuctcpv/index.html>
- B. Rubrics and Student Learning/Baccalaureate Outcomes

VII. New Business

- A. Review and discussion of survey results to-date

VIII. Next meeting of GEC - April 20, 2023, on Teams.

IX. Adjournment

From: noreply@fs19.formsite.com on behalf of [Formsite](#)
To: [General Education](#)
Subject: General Education - General Education Course Removal Request Result #18128620
Date: Thursday, March 2, 2023 11:05:45 AM

Reference #	18128620
Status	Complete
Department	Industrial and Systems Engineering
Department chair	Purush Damodaran
Department chair's email	pdamodaran@niu.edu
Course name/title	ISYE 250 Introduction to Lean Systems Engineering
Course description	Introduction to various lean concepts and lean tools at the basic level. Topics include lean principles, kaizen, wastes identification, flow charting, capacity analysis, productivity analysis, value stream mapping, workplace organization and
Knowledge Domain	Nature and Technology
What are the reasons for removing this course from the General Education program?	This course is no longer a good fit for these three knowledge domains in the GED program.
Is there another course you might suggest as a replacement?	No.
Last Update	2023-03-02 11:02:13
Start Time	2023-03-02 10:55:01
Finish Time	2023-03-02 11:02:13
IP	73.8.185.158
Browser	Safari
Device	Desktop
Referrer	N/A

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From: noreply@fs19.formsite.com on behalf of [Formsite](#)
To: [General Education](#)
Subject: General Education Program Re-organization Result #18105275
Date: Friday, February 24, 2023 3:41:01 PM

Reference #	18105275
Name	Lynn Herrmann
Email	lherrmann@niu.edu
Course designator, number and title	PHHE 335
College	Health and Human Sciences
Department	Public Health and Health Education
Department chair	Jeanne Isabel
Department chair's email	jisabel@niu.edu
Please attach a current course syllabus	HLTH_NEW_PHHE_335_Syllabus_UG.docx (69 KB)
Indicate which knowledge domain you'd prefer for this course to reside in	Society and Culture
Society and Culture Core SLO - Intercultural Competencies Intercultural Competencies Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Cultural Self-awareness• Knowledge of Cultural Worldview Frameworks• Empathy• Verbal and Nonverbal Communication
Chose one additional SLO from:	Critical Thinking
Critical Thinking Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Evidence: (seeking and using information)• Connection
SLO: Describe how the course content will support the primary SLO criteria chosen.	The content in this course supports cultural self-awareness, knowledge of cultural worldview frameworks, empathy, and verbal and non-verbal communication as shown in the following course objectives: <ul style="list-style-type: none">•Describe the basic concepts of public health-specific communication, including technical and professional

writing.

-> Cultural awareness is a basic concept in public health-specific communication. Students will examine their cultural awareness so as to be more aware of their own biases and beliefs and how to develop health communication efforts with this in mind. Students will also consider how different worldviews impact health and how health information is received.

-> This course has been proposed to be a writing-infused course.

•Develop a health communication campaign in written form for a specific health issue.

-> This course will focus on verbal and written communication in that students will design a health communication campaign that is appropriate for a target population. Students will present their campaigns to their peers.

-> Related to empathy, students will use their own cultural awareness and awareness of worldviews to develop a campaign that is appropriate and understanding of the health concern in the target population. Campaigns will be designed in a way that does not place blame, but encourages support and growth.

Describe how the course content will support the secondary SLO criteria chosen.

The content in this course supports critical thinking as shown in the following course objectives:

•Understand the use of mass media and electronic technology in public health.

-> Establish a baseline of current communication techniques

•Locate, use, evaluate, and synthesize public health information. -

> What information is relevant and how to evaluate it

•Develop a health communication campaign in written form for a specific health issue.

-> Consider all options for communication for target population regarding the health issue; select most appropriate campaign strategies

•Develop a plan to evaluate communication.

-> Consider appropriate evaluation options and determine which is/are the most realistic.

What method of direct assessment will be used to determine if the course content meets the goals stated above? A direct method of assessment includes measures that look at samples of the student's work, produced in the class. For examples

There will be smaller weekly assignments throughout the course, but the main method of assessment will be the Health Communication Campaign Project, which last the entire semester.

From the syllabus: "This project will be completed in 6 project steps. Each step builds upon the previous step and is based on content learned. You will work to develop and present a health communication campaign on a specific health issue in an assigned setting. You will receive feedback on each project step the week after the submission

of classroom assessment techniques, please visit the Center for Innovative Teaching and Learning website.

due date. This project is your time to be creative! You will have an opportunity to present your written work via the final presentation. Presentations (10 minutes) will occur at the end of the semester. See "Health Communication Campaign Project" on Blackboard for further instructions. The final writing project includes making revisions on each of the project steps based on feedback from course instructor."

Last Update	2023-02-24 15:39:36
Start Time	2023-02-24 15:08:30
Finish Time	2023-02-24 15:39:36

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Northern Illinois University

School of Health Studies - Public Health Program

PHHE 335: Public Health Communication (3 credit hours)

Class meetings:

Instructor:

Course Description:

An overview of the principles of public health communication. This includes professional and technical writing, verbal strategies and electronic technology to prevent illness and injury and promote well-being. Emphasis on culturally competent planning of public health communication campaigns.

PRQ: PHHE 295 CRQ: PHHE 315

Course Objectives:

Upon completion of this course, students should be able to:

- Describe the basic concepts of public health-specific communication, including technical and professional writing.
- Understand the use of mass media and electronic technology in public health.
- Locate, use, evaluate, and synthesize public health information.
- Develop a health communication campaign in written form for a specific health issue.
- Present a health communication campaign orally for a specific health issue.
- Develop a plan to evaluate communication.

Required Readings:

- Textbook: Parvanta, C. & Bass, S. (2020). *Health Communication: Strategies for a New Era*, First Edition. Jones and Bartlett Learning. ISBN-13: 9781284065879
- CDC's Guide to Writing for Social Media. Available free on the internet from: <https://www.cdc.gov/socialmedia/tools/guidelines/guideforwriting.html>
- *CDC's Health Equity Guiding Principles for Inclusive Communication*. Available free on the internet from: https://www.cdc.gov/healthcommunication/Health_Equity.html
- National Cancer Institute. *Making Data Talk: A Workbook*. Available free on the internet from <https://www.cancer.gov/publications/health-communication>
- National Cancer Institute. *Making Health Communication Programs Work (The Pink Book)*. Available free on the internet from <https://www.cancer.gov/publications/health-communication>
- Other open source readings and online materials are available on Blackboard.

This course is designed to meet the following Council on Education for Public Health CEPH undergraduate program accreditation requirements:

Foundational Domain

- Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.

Foundational Competencies

- Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.
- Locate, use, evaluate, and synthesize public health information.

Grading Scale:

A (93-100%), A- (90<93%), B+(87<90%), B (83<87%), B-(80<83%), C+(77<80%), C (70<77%), D (60<70%), F (<60%)

Assessment of Learning:

Weekly Class Activities, Participation, Attendance (11 @ 3 pts)	33 pts
Quizzes (11 @ 5 pts)	55 pts
HC Campaign Written Project Steps (6 steps @ 6 pts)	36 pts
HC Campaign Written Project Final (revisions for each step (6) @ 3 pts)	18 pts
<u>HC Campaign Presentation</u>	<u>18 pts</u>
Total points	160 pts

*HC = Health Communication

Weekly Class Activities & Related Participation: Every Along with every weekly class activity, you are expected to participate with peers and class discussion related to the activity. Linked to weekly class activities is attendance, which will be taken during each lecture. **You may miss three lectures without penalty.** Save your **absences for legitimate emergencies.** In order to receive an Excused Absence, I must be contacted BEFORE the missed lecture. Excused Absences do not count against your grade, but you must have a written excuse from a health care provider, funeral director or automobile mechanic, with the date and signature, and be approved by the instructor. You are expected to make up any missed work within a week of the missed class.

Quizzes: Short quizzes will be given on Bb each week. They will include questions on the week's readings and topics. You can use class materials to complete the quizzes (e.g., textbook, notes, PowerPoints), but do not consult with other students. Sixty (60) minutes will be allotted to complete each quiz. Quizzes will consist primarily of multiple choice and true/false questions. Note that lectures will only cover select topics related to the assigned readings; you may be quizzed on assigned readings not covered in lecture. Quizzes will be available under Assessments on Bb as listed in the Course Schedule.

Health Communication Campaign Project: This project will be completed in 6 project steps. Each step builds upon the previous step and is based on content learned. You will work to develop and present a health communication campaign on a specific health issue in an assigned setting. You will receive feedback on each project step the week after the submission due date. This project is your time to be creative! You will have an opportunity to present your written work via the final presentation. Presentations (10 minutes) will occur at the end of the semester. See "*Health Communication Campaign Project*" on Bb for further instructions. The final writing project includes making revisions on each of the project steps based on feedback from course instructor.

Assignment Policies:

- **Late Policy:** Late assignments will be accepted, but for each day an assignment is late, 10% will be deducted. The clock begins after the assignment submission deadline posted in Bb. All assignments must be submitted on Bb.
- **Absent Policy:** If you must miss an assignment/quiz/exam due to an illness or a death in the family, the instructor must be contacted prior to the event in order for it to be made up. Use email to provide a time and date stamp of when the instructor was contacted. If you do not have prior approval, you will receive a failing grade for the missing assignment/exam. In addition, you will be asked to provide written and signed documentation of your medical illness. The instructor will also require a funeral director's contact information for the death of a family member.
 - It is your responsibility to get notes of what was covered and any materials that were handed out during your absence. Go to a classmate and/or Bb for the notes and distributed materials. It is recommended you exchange contact information with at least one person in class during the first week to facilitate this.

- **Participation Policy:** Be prepared by reading before coming to class, participating in class activities and discussions, and being responsible for turning assignments in on time. You are expected to spend around 6 hours in preparation/homework for this class per week. The instructor will not assign more reading than what can feasibly be achieved on a weekly basis. Take thorough notes during your reading and lectures. Students who are late to class, leave class early, or are disengaged (on your phone or laptop, sleeping, clearly not listening) during lectures are not considered “participating”.
- **Personal responsibility regarding saving your work:** Save your assignments (flash drives, external hard drives, cloud drives).
- **Writing Quality:** Since this is a writing-infused course, college-level writing mechanics are expected. Errors in grammar, punctuation, capitalization, or spelling can result in reduced points. Please contact NIU Writing Center if you need assistance. <https://www.niu.edu/academic-support/get-help/writing-center/index.shtml>

Class and University Policies:

- Class will begin and end promptly to respect everyone's time.
- Check your NIU e-mail and Bb for course updates and announcements regularly (i.e., at least once per day). If you fail to do so, you take responsibility for missing course information.
- Students are expected to complete the required reading assignments prior to class and to have readings/assignments available during online lectures for discussions and activities.
- Blackboard (Bb) will be used extensively for this course to access assignments and materials. To learn more about Blackboard, visit <http://www.niu.edu/blackboard/students/>
- The week begins each Monday. The weekly quizzes will open at 12:01 am, CT each Monday and be available until 11:59 pm, CT each Sunday.
- Synchronous lectures will be held on DAYS/TIMES. During each lecture, please close all other web browsers and refrain from using your cellphone. This will ensure you the best synchronous learning experiences. It is recommended to use browser extensions or apps to help you stay focused. Here are some free resources:
 - StayFocusd (Chrome extension)
 - LeechBlock (Chrome and Firefox, etc)
 - As technical difficulties may arise throughout the semester, I will record lectures so that they are available for you to replay and review.
- Minimal distractions during class time. Lectures and activities will last for 75 minutes and you are expected to attend the entire time. **Be prompt and do not leave the lecture (bathroom, snacks, phone calls) until class is over unless there is an emergency.** Treat the lectures like you are actually in a classroom.
- NIU is committed to providing an accessible educational environment in collaboration with the **Disability Resource Center (DRC)**. Any student requiring an academic accommodation due to a disability should let his or her instructor know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DRC if they have not done so already. The DRC is located on the 1st floor of the Campus Life Building and can be reached at (815) 753-1303 or drc@niu.edu. For more information, please visit: <https://www.niu.edu/disability/index.shtml>.
- To support you in your professional development, the instructor will happily discuss class issues with you (grades, assignment feedback, group assignment conflicts) but not your parent(s), partner or others unless you have a medical crisis and are unable to advocate for yourself. You have **1 week after the posting of a grade to register in writing any disputes with the assessment.**
- Model professional behavior. You are expected to adhere to the *NIU Student Code of Conduct*. We will follow the university policy for student conduct found at <https://www.niu.edu/conduct/process/index.shtml>
- Although many religious holidays are not observed by the university as a whole, the university does respect that you may need to miss class for a religious observance. If you must miss lectures due to

religious observances, please email the instructor to discuss any schedule accommodations that must be made to allow for these absences.

- Cheating and plagiarism will not be tolerated in this course. If evidence of academic dishonesty is detected, you will receive a 0 for assignment and one warning. Repeat incidents will result in course dismissal or failure and will be turned into the procedures outlines in NIU’s judicial code for further action. This includes attendance/assignment misrepresentation.
- If you are unsure about what constitutes plagiarism, it is encouraged for you to complete the Academic Integrity Tutorial found here: <https://www.niu.edu/academic-integrity/students/index.shtml>. In addition, the Writing Center has resources on plagiarism to help you avoid it: <https://www.niu.edu/writing-center/resources/index.shtml>
- Writing is essential in this course. In addition, writing is a skill that is improved with practice. Plan the research and writing of your assignments in order to have the Writing Center to have your written assignments reviewed for grammar, spelling, and citation style: <https://www.niu.edu/writing-center/index.shtml>.
- The APA Style, 7th edition, is required for all written assignments in this course. The following websites are great resources for ensuring that you are following the APA Style correctly:
 - American Psychological Association: <https://apastyle.apa.org/>
 - The OWL at Purdue: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <https://www.niu.edu/ethics-compliance/title-ix/index.shtml>
- The syllabus and course schedule may be subject to change. Changes will be communicated via email or the Bb announcements. It is your responsibility to check email messages and course announcements to stay current in our course.
- NIU has an anti-plagiarism tool for students and faculty available through Blackboard. Through your enrollment in this course, you agree to allow submission of your assignments to Turnitin.com for the purpose of detecting textual similarities. You will be given the chance to submit your own assignments to Turnitin prior to being graded to check that all the sources you have used have been properly acknowledged. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in future documents.
- This syllabus, and course-related materials, are the intellectual property of the instructor and NIU. Students who give or sell this syllabus or course-related materials, without the written permission of the instructor to any outside agency or person who is not currently enrolled in this class or at NIU, will be in violation of the University's code of conduct and may be subject to disciplinary action, including but not limited to, immediate removal from the class.

Tentative Course Schedule

Week	Topic/Reading	Due
Week 1	<ul style="list-style-type: none"> • Syllabus Review • Writing expectations • Topic/Chapter 1 – Your World, Your Health 	<ul style="list-style-type: none"> • Activity 1: The Ecological Model and Communication Methods Examples • Writing project: Select topic • Quiz #1 due by 11:59 pm, CT on Sunday

Week 2	<ul style="list-style-type: none"> • Topic/Chapter 2 - Communication 101 - What's Health Got to Do With It? • Health Assessment Basics 	<ul style="list-style-type: none"> • Activity 2: Risk Communication Example; Interpreting Health Assessment Results • Writing project: Work on Project Step 1 • Quiz #2 due by 11:59 pm, CT on Sunday
Week 3	<ul style="list-style-type: none"> • Topic/Chapter 3 - Getting it Right: Words, Numbers, and Meaning 	<ul style="list-style-type: none"> • Activity 3: How Health Literate Are You? • Writing project: Submit on Project Step 1 • Quiz #3 due by 11:59 pm, CT on Sunday
Week 4	<ul style="list-style-type: none"> • Topic/Chapter 4 - Health Communication Practice Strategies and Theories 	<ul style="list-style-type: none"> • Activity 4: How to Select the Appropriate Theory; The Proper Practice Strategy • Writing project: Work on Project Step 2 • Quiz #4 due by 11:59 pm, CT on Sunday
Week 5	<ul style="list-style-type: none"> • Topic/Chapter 5 - Creating Meaningful Health Communication 	<ul style="list-style-type: none"> • Activity 5: Who Is Our Audience? Develop Health Communication Messages • Writing project: Submit on Project Step 2 • Quiz #5 due by 11:59 pm, CT on Sunday
Week 6	<ul style="list-style-type: none"> • Topic/Chapter 6 - Media and Communication Channel Selection and Planning - The Plot Thickens 	<ul style="list-style-type: none"> • Activity 6: Which Channel Should Be Used? • Writing project: Work on Project Step 3 • Quiz #6 due by 11:59 pm, CT on Sunday
Week 7	<ul style="list-style-type: none"> • Topic/Chapter 7 - Planning Health Communication Interventions 	<ul style="list-style-type: none"> • Activity 7: Creative Brief Development • Writing project: Submit on Project Step 3 • Quiz #7 due by 11:59 pm, CT on Sunday
Week 8	<ul style="list-style-type: none"> • In-class writing lab 	<ul style="list-style-type: none"> • Writing project: Work on Project Step 4
Week 9	<ul style="list-style-type: none"> • Topic/Chapter 8 - Implementation and Evaluation 	<ul style="list-style-type: none"> • Activity 8: Pilot Testing, Implementation Plan Brief, Evaluation Plan Brief • Writing project: Submit on Project Step 4 • Quiz #8 due by 11:59 pm, CT on Sunday
Week 10	<ul style="list-style-type: none"> • Topic/Chapter 9 - Communication in the Healthcare Setting 	<ul style="list-style-type: none"> • Activity 9: Difficult Conversations Role Playing • Writing project: Work on Project Step 5 • Quiz # 9 due by 11:59 pm, CT on Sunday
Week 11	<ul style="list-style-type: none"> • Topic/Chapter 10 - School Health 	<ul style="list-style-type: none"> • Activity 10: What Can Schools Do Differently for Health at the Elementary, Middle, High, and Undergraduate Levels? • Writing project: Submit on Project Step 5 • Quiz #10 due by 11:59 pm, on Sunday

Week 12	<ul style="list-style-type: none"> • Topic/Chapter 11 - Workplace Health 	<ul style="list-style-type: none"> • Activity 11: What Would You Like to See at Work for Your Health? • Writing project: Work on Project Step 6 • Quiz #11 due by 11:50 pm, CT on Sunday
Week 13	<ul style="list-style-type: none"> • In-class writing lab 	<ul style="list-style-type: none"> • Writing project: Work on Project Step 6 • Writing project: Work on Final Writing Project
Week 14	--	<ul style="list-style-type: none"> • Submit Final Writing Project (revisions for each writing project step) • Writing project: Work on Presentation
Week 15	--	<ul style="list-style-type: none"> • Presentations
Finals Week	--	<ul style="list-style-type: none"> • Presentations

From: noreply@fs19.formsite.com on behalf of [Formsite](#)
To: [General Education](#)
Subject: General Education Program Re-organization Result #18146420
Date: Monday, March 6, 2023 4:32:22 PM

Reference #	18146420
Name	Kristin Borre
Email	kborre@niu.edu
Course designator, number and title	HON 420
College	CLAS
Department	ENVS/ Anthropology
Department chair	Tom Skuzinski
Department chair's email	tskuzinski@niu.edu
Please attach a current course syllabus	Borre_Honors_Syllabus_Draft_Migration_and_American_Food-Plants_Cuisine_and_Identity.docx (30 KB)
Indicate which knowledge domain you'd prefer for this course to reside in	Society and Culture
Society and Culture Core SLO - Intercultural Competencies Intercultural Competencies Rubric Select which criteria the course will cover (select all that apply).	<ul style="list-style-type: none">• Cultural Self-awareness• Knowledge of Cultural Worldview Frameworks• Empathy• Openness and Tolerance
Chose one additional SLO from:	Global Interconnections/Interdependencies

Global Connections Rubric Select which criteria the course will cover (select all that apply).

- Global Knowledge
- Global Intellectual Skills
- Global Perspectives

SLO: Describe how the course content will support the primary SLO criteria chosen.

Intercultural Competencies.
Using a grounded theory and ethnohistorical approach from anthropology students will research literature documenting the origins of specific ethnic populations who arrived in the United States to work in agriculture or other related industries to develop the American economy and their foodways. They will assess the significance of the foodways to the immigrant community's cultural identities and how immigrant foods have been transformed and appropriated into mainstream American culture serving the interests, investments and belief systems of Americans from dominant Euro-American cultures. The racialized immigrant food being studied becomes a vehicle for understanding the concept of food justice. The impact of racialization and discrimination produces food insecurity among the descendants of these black and brown immigrants who suffer significantly higher rates of food insecurity and related dietary based diseases will be presented through the lens of social and environmental justice.

Describe how the course content will support the secondary SLO criteria chosen.

Global Interconnections/ Interdependencies
Students will adopt a comparative approach through the mechanism of exploring the native culture of food plants brought into the United States by immigrants from their homelands. They will become versed in the complex frameworks that are engaged when populations migrate across borders, and learn to think about cultural, economic, and technological systems that are involved via immigration through the lens of food and food justice. Students will learn about the traditional technology used to produce plants in their original lands, and get hand-on experience duplicating the conditions necessary to grow these plans in the new transplanted circumstances. Students will learn about heirloom seed and plant culture issues, for example, all of which help teach them about interconnectedness of world populations, cultures, and develop an appreciation for traditional food production and the complicated intersections of food culture, food justice, food labor, and more.

What method of direct assessment will be used to determine if the course content meets the goals stated above? A

Description:
The United States food system has long required immigrants to work in agricultural production often relegating them to poverty and discrimination. Yet these people, largely brown and black, brought with them their cuisines and foods which today enrich American food system at multiple scales. The class project is a semester long assignment that requires academic research about one of these

direct method of assessment includes measures that look at samples of the student's work, produced in the class. For examples of classroom assessment techniques, please visit the Center for Innovative Teaching and Learning website.

immigrant populations and their authentic cuisine and foods. Immigrants maintained traditional cuisines for their own palates but found ways to reinvent the foods to mark their changing identities survive through developing restaurants that modified the foods to American tastes but fit the desire for Euro-Americans to “eat ethnic.” The research will examine the relationship between foodways and identity for ethnic immigrant communities and trace the appropriation of a specific food and dish for its commercial value.

Food justice requires that the narratives of these foods and their significance to immigrants be uncovered, and the immigrant descendants be acknowledged for their contributions to the food system. Food justice also requires food equity including access to affordable culturally appropriate and nutritious foods for all people. Students will complete three steps to learn about the relationship among immigration of agricultural laborers, their foodways, and the appropriation and acculturation of those foods. They will conduct research and write a paper documenting the transformation of an authentic cuisine into the American diet and its relationship to immigrant descendant's identities. Secondly, the project will engage the student in learning about how to grow a native plant associated with the authentic cuisine and cultivate a small crop of the plant to understand the intimate relationship between food production and cuisine. Finally, each student will prepare an authentic dish from the immigrant culture to serve and eat communally with other class members. During the communal meal, each student will orally present the narrative of their dish and its significance to the cultural identity of their immigrant community.

The project is worth 65 % of the course grade.

Objective 1:

To conduct research into the foodways of American immigrants to discover the historical roots of staples in their diet, the significance of the food to the immigrant community's cultural identity, and how the food was transformed into a part of American foodways. (30% of the course grade)

Objective 2:

To learn how to grow a plant native to an immigrant's place of origin and cuisine and to apply that knowledge to grow that plant during the semester in a garden bed or greenhouse. (10% of the course grade)

Objective 3:

To prepare an authentic immigrant dish using the plant being grown in a community setting with other students (in a campus kitchen and dining facility) under the supervision of Chef Bryan Flower and Dr. Kristen Borre to share in a communal meal with classmates. During the meal, each student will provide a 2-minute presentation of their dish explaining its authentic history and the meaning of the dish to

the immigrant population. (15% of the course grade)

Last Update	2023-03-06 16:31:20
Start Time	2023-03-06 16:14:15
Finish Time	2023-03-06 16:31:20

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Migration and American Food: Plants, Cuisine, and Identity

Course Description

You not only are what you eat, but you eat what you are: identities are often forged through the foods we eat. Diets reflect changes in self-understanding and representation through time and space. Global, regional, and local food systems reflect our cultural identities which have been influenced by immigrants and slave labor arriving with their native seeds and foods. Immigrants share their knowledge of culinary practices, gardening, and farming systems and have played a significant role in developing American foodways. This course focuses on unpacking the myths and stereotypes of immigrant foods and creates a new narrative about their important contributions not only to American foodways but to the agricultural economy that produces food.

Readings, presentations and discussions will focus on culinary history, food culture and migration narratives within a social justice framework. The deep roots of the struggle for food equity and justice are emphasized with an eye on the problems of slave or low paid labor, food appropriation, and the reconstruction of foodway truths. The course focuses on how foodways and migration have shaped both individual and collective identities and how political, social and economic structures affect food access and everyday diets. We will explore what plants, cuisine, and foodways can teach us about belonging to global and local communities and the role of food justice and equity in a sustainable food system.

Students will learn about immigrant foodways and the transition of those foods into mainstream American diets, about the problems of racialization of foods and confusing food culture with stereotyped ethnic foods. Each student will research an immigrant group's historic foodway and how it has become a part of the American diet. They will engage with the Edible Campus to have a garden bed to grow a plant associated with that foodway and the class will join with Mr. Bryan Flower, NIU NICCS Assistant Director of Food Innovation and Chef and Dr. Borre to prepare a meal to share based on each student's selected plant using an authentic recipe of the immigrant group.

The course focuses on modalities of engaged experiential learning, guided independent research, and group collaboration and discussion. A field trip to El Paseo Community Garden in Pilsen will provide opportunities to engage with the Latino community that is growing traditional foods to nourish the bellies and souls of their community. At the end of the course, each student will be asked to evaluate their own learning experience and how the course has changed their understanding of American foodways, representations of identity, social and food justice, and the lives of immigrants who have built the nation.

Course Objectives

By the end of the course students will:

1. Understand how foodways are an intrinsic part of the social identities of individuals and communities.

2. Identify the immigrant origins of selected American foods associated with diverse contemporary communities that share a common cultural history.
3. Learn how to grow a food plant associated with an immigrant community and apply that knowledge to cultivate a small garden bed (4' by 8') or a greenhouse planting.
4. Evaluate the process of appropriation of an immigrant food and how that appropriation disrespects the lived experience of the immigrant community and may contribute to cultural stereotyping and the social and economic impoverishment of the community.
5. Evaluate the significance of food justice as a critical component of cultural identities, livelihoods, social justice and a sustainable food system.

Grading:

- Participation (25%): Attendance and Classroom Discussion (10%), weekly forum posts (15%)
- Research Project (65%): Research Report (30%) Plant Cultivation (10%) Culinary Preparation and Presentation (15%)
- Fieldtrip to El Paseo Community Garden in Pilsen, Chicago Response to Prompt OR, if unable to attend, then a Food and immigration Documentary Critique (20%): 3-4 page response to prompt

Assignments:**Blackboard Ultra Discussions and Classroom Participation and Discussion**

Beginning with the second module of the course (week two) each student will post a one to two paragraph comment about the readings for the week and pose a question for discussion based on the content of the reading. For example: highlights that were of interest, a critique of the argument, summarize key points, or draw a connection from the readings to a previous class discussion or assigned reading.

Each week a list of the questions and comments you provided will be assembled for use in classroom discussions. Each week the student should also bring one or two quotes from the readings that were interesting or confusing or stimulating in some way.

Research Project

Over the course of the semester you will be conducting library research on a particular immigrant group that migrated to the US or was enslaved and forced to the US who came to work in agriculture. You will research the geographic origin, reasons for coming, dates of arrival, cuisines and the food plants they brought with them. The research will be “chunked” into parts and you will share your progress in class discussion. You will also learn to cultivate a plant from the heirloom seed brought with the immigrants and journal the experience in a notebook. The last part of the research assignment is to choose a traditional recipe associated with the immigrant group and prepare that dish from supplies purchased for you in a communal kitchen under the guidance of a professional chef. The dish will be a part of a communal meal to be shared with classmates during which you will do a five minute oral presentation about your dish and experience growing the plant that is an ingredient in the dish.

Due Dates:

Friday TBA: Proposal: Two paragraph statement detailing the immigrant group you will study, how you will conduct the research and the significance of the project to you and the class.

Sunday TBA: Rough Draft: A 5 – 6 page rough draft of the paper which will be returned with comments for revision and suggestions for improving your writing and ways to improve research. The draft should be complete with references cited in text and a bibliography. It is a developed paper that may need revisions in argument, writing style or referencing. If papers are not in a next to complete form, they will not be accepted for evaluation.

Monday or TUESDAY TBA class: Peer Review: After submitting your rough draft, you will read and comment on drafts from two classmates.

Monday or Tuesday TBA class: Final Draft: The final draft will be 8 – 10 pages long not counting your references cited page and or any images you might use in the paper. This is 8 – 10 pages of writing that incorporates the suggestions from your rough draft and peer reviews. Format will be Times New Roman or Cambria font, 12 point and double spaced. Any late paper will be downgraded. If a paper is more than 5 days late it will not be able to receive a grade higher than the lowest grade submitted on time.

**Monday or Tuesday TBA: Communal Meal and Oral Report at end of term
With Chef Bryan Fowler and the Edible Campus Program**

Garden Activity: Prepared beds will await the students to plant a seedling of their immigrant plant in a designated area in the MLK Commons. Edible Campus Staff will supervise and assist in management of the beds. When this happens depends on the season the course is taught. For Spring it would be the week after spring break for hardy plants or end of February for planting in the greenhouse.

Extra Credit:

Meeting with Founders Research Librarian before starting your project but after your proposal is submitted: 5 points added to grade for final paper.

Working with a Writing Center mentor for feedback on your rough draft, 5 points added to the final paper.

Fieldtrip to El Paseo

TBA on a Sunday The class will visit the El Paseo Garden during the growing season and meet with the garden ambassadors to learn about the ethnic community of Pilsen and the history and purpose of the garden. This will be a full day trip on a Sunday during the semester. The date will be chosen based on when the most people can attend and when the garden is open.

If someone is unable to attend they will be writing a critique of a food and migration video in a 3 – 4 page paper.

Sample Proposed Topics and Readings Schedule:

Module 1: Introduction: how and why should we study the immigrants who provided labor in agriculture building the US economy?

Readings: Abbots Klein and Watson 2016 “Approaches to Food and Migration: Rootedness, Being and Belonging. *The Handbook of Food and Anthropology*: pp 115-132

Marte, Lidia 2007 "Food maps: Tracing boundaries of home through food relations." *Food and Foodways* 15: 261-289.

Module 2: Migrant Food and Identity: we are what we eat and we eat what we are, but also where we came from.

Readings: Gabaccia, Donna R. 2009 *We Are What We Eat: Ethnic food and the making of Americans*. Harvard. Selections.
 Bell, David and Gill Valentine. 2013 *Consuming Geographies: We are where we eat*. Routledge. Excerpts.
 Zukin, Sharon. 2008. "Consuming Authenticity—From Outposts of Difference to Means of Exclusion." *Cultural Studies* 22 (5): 724–748.
 Mares, Teresa 2012 "Tracing immigrant identity through the plate and the palate." *Latino Studies* 10: 334-354.

Module 3: New World Economy: Rice, Sugar, Tobacco, Corn and Migrant Labor

Readings: Mintz, Sidney 1986 *Sweetness and Power*. Penguin. Excerpts
 Twitty, Michael L. 2017 *The Cooking Gene A Journey Through African American Culinary History in the Old South*. Amistad. Excerpts
 Agyeman, Julian and Sydney Giacalone (eds) 2020 *The Immigrant-Food Nexus: Borders, Labor, and Identity in North America* MIT Press. Excerpts.
 Jung, MH 2006 *Coolies and can: Race, labor and sugar in the age of emancipation*. JHU. Excerpts
 Carney, J. 2002. *Black rice: The African origins of rice cultivation in the Americas*. Cambridge, MA: Harvard University Press. Excerpts

Module 4: Global Food Systems

Readings: Phillips, Lynne 2006 "Food and Globalization." *Annual Review in Anthropology* 35: 38 – 49
 Zanoni, Elizabeth 2018 "Migrant Marketplaces: Globalizing Histories of Migrant Foodways." *Global Food History* 4: 3-21.
 Lawrence, Mark and Sharen Friel, editors. 2019. *Healthy and Sustainable Food Systems*. First Edition. London: Routledge. ISBN 9781351189033. CH 4 Food Systems

Module 5: Food Production and Its Consequences

Readings: Lawrence, Mark and Sharen Friel, editors. 2019. *Healthy and Sustainable Food Systems*. First Edition. London: Routledge. ISBN 9781351189033. CH 5 Food Production
 Altieri, MA 2018 *Agroecology: the science of sustainable agriculture*. CRC Exerpts

Module 6: Food Distribution and Migration

Readings: Mata-Codesal, Diana and Maria Abranches. 2017 *Food Parcels in International Migration*. Springer Excerpts
 Neumann, K., Sietz, D., Hilderink, H., Janssen, P., Kok, M., & van Dijk, H. (2015). Environmental drivers of human migration in drylands—A spatial picture. *Applied Geography*, 56, 116-1

Module 7: Migrants, Food, and Agricultural Labor

Readings: Holmes, Seth 2013 *Fresh Fruit, Broken Bodies: Migrant farmworkers in the United States*. California Excerpts
 Agyeman, Julian and Sydney Giacalone (eds) 2020 *The Immigrant-Food Nexus: Borders, Labor, and Identity in North America* MIT Press. Excerpts
 Wald, S. D. 2011 Visible farmers/invisible workers: Locating immigrant labor in food studies. *Food, Culture & Society*, 14(4), 567-586.

Module 8: Migrants, Food and Agricultural Labor 2

Readings: Borre, K., Ertle, L., & Graff, M. (2010). Working to eat: Vulnerability, food insecurity, and obesity among migrant and seasonal farmworker families. *American Journal of Industrial Medicine*, 53(4), 443-462.
 Carney, M.A., Krause, K.C. 2020 Immigration/migration and healthy publics: the threat of food insecurity. *Palgrave Commun* 6: 2 – 12
 Stepick, A., & Portes, A. (1986). Flight into Despair: A Profile of Recent Haitian Refugees in South Florida. *International Migration Review*, 20(2), 329–350
 Myers, Norman 2002 Environmental refugees: a growing phenomenon of the 21st century *Phil. Trans. R. Soc. Lond. B*: 357: 609–613

Module 9: Plants, Palates, and Migrant Identities

Readings: Christopher Strunk & Margaret Richardson 2019 Cultivating belonging: refugees, urban gardens, and placemaking in the Midwest, U.S.A., *Social & Cultural Geography*, 20:6, 826-848
 Freeman, C., Dickinson, K. J. M., Porter, S., & van Heezik, Y. (2012). “My garden is an expression of me”: Exploring householders’ relationships with their gardens. *Journal of Environmental Psychology*, 32, 135–143.10.1016
 Hondagneu-Sotelo, P. 2014 *Paradise transplanted: Migration and the making of California gardens*. Berkeley, CA: University of California Press Excerpts

Module 10: Migrant Gendered Identities, Food, Plants, and Cuisine

Readings: Coulihan, Carole 2009 *A Tortilla Is Like Life: Food and Culture in the San Luis Valley of Colorado*. Houston: U Texas Press. Excerpts
 Kimmerer, Robin Wall. 2015. Braiding Sweetgrass. Milkweed Eds. Minneapolis, Excerpts
 Parascocoli, Fabio. 2014 Food, Identity, and Cultural Reproduction in immigrant Communities *Social Research* 81: 414 – 439
 Grove, Sylvia. "Food, masculinities, and home: Interdisciplinary perspectives." (2019): 84-86.
 Jing Hu, Tommy E. Whittler & Kelly Tian 2013 “Resisting immigrant myths: everyday consumer practices of Asian immigrants in America” *Consumption Markets & Culture*, 16:2, 169-195

Module 11: Migrants, Food, and Racialization

Readings: Harris, Jessica 2011 *High on the Hog A Culinary Journey from Africa to America*. NY: Bloomsbury. Excerpts.
Minkoff-Zern, Laura-Anne 2012 “Knowing “Good Food”: Immigrant Knowledge and the Racial Politics of Farmworker Food Security. *Antipode* 46: 5: 1190-1204
Carrie Chennault, Relational Life: Lessons from Black Feminism on Whiteness and Engaging New Food Activism, *Antipode* 10: .1111 -1117
Sara Thomas Black, Abolitionist food justice: Theories of change rooted in place- and life-making, *Food and Foodways*, 10.1080

Module 12: Ethnic Restaurants: Cultural Constructions for Racialization

Readings: Chen, Yong 2014 *Chop Suey USA: the story of Chinese food in America* NY: Columbia University Press. Excerpts
Jayaraman, Saru 2013 *Behind the Kitchen Door Cornell Excerpts*
Krishnendu, Ray 2014 “The immigrant restaurateur and the American city: taste, toil, and the politics of inhabitation.” *Social Research: An International Quarterly* 81:2: 373-396

Module 13: Cuisine, Food and Cultural Authenticity

Readings: Lu Shun, and Gary Alan Fine 1995 “The Presentation of ethnic authenticity: Chinese food as a social accomplishment.” *The Sociological Quarterly* 36: 3: 535-553.
Abarca, M.E. 2004 “Authentic or Not, its Original” *Food& Foodways* 12:1-25.
Mannur, Anita 2007 “Culinary nostalgia: Authenticity, nationalism, and diaspora.” *Melus* 32: 11 – 31

Modules 14 - 15: Food Justice and Food Sovereignty

Readings: Vernon, Rachel V. 2015 “A Native Perspective: Food is More than Consumption” *Journal of Agriculture, Food Systems, and Community Development* 5:4: 137 – 142.
Curran, C J and Marc-Tizoc Gonzalez 2011 Food Justice as Interracial Justice: Urban Farmers, Community Organizations and the Role of Government in Oakland, California LaCrit South-North Exchange. *The Global Politics of Food: Sustainability and Subordination* pp: 207 – 232.
Alkon, A.H., Mares, T.M.2012 Food sovereignty in US food movements: radical visions and neoliberal constraints. *Agric Hum Values* **29**, 347–359
Smith, B.J. (2022). Food Justice, Intersectional Agriculture, and the Triple Food Movement. In: Bezner Kerr, R., Pendergrast, T.L., Smith II, B.J., Liebert, J. (eds) *Rethinking Food System Transformation*. Springer

Module 16: Finals Wrapping Up

Preparation for our Communal Meal and Research Reports

Summary of Gen Ed Realignment Survey of Courses as of 2023.03.20

On February 21, an email was sent to the Department Chairs of all departments that offered General Education courses between Fall 2020 and Fall 2022. Chairs were provided with a link to the General Education Course Alignment Project Survey, and were also provided a list of courses their department offered for the selected timeframe. Department chairs were asked to complete a survey for each course by March 17, 2023.

After receiving initial feedback, we revised the survey to add an option of “Maybe” to the question asking whether the course is still appropriate for the general education program under the realigned knowledge domains and student learning outcomes. A text box was also added to allow for comments as to why “Maybe” was selected, and a text box for general comments was added at the end of the survey. The revised survey was distributed on February 28.

After culling incomplete and “test” survey responses from the aggregated data, a total of 141 responses have been received as of 8 a.m. on Monday, March 20, 2023. Of these 141 responses, a handful were for duplicate surveys for the same course but submitted by different faculty members. In one of these cases, both submitters responded with identical answers, so the actual number of survey responses included in the compiled spreadsheet of results, “Survey Data + Gen Ed Courses Offered Fall 2020 – Fall 2022”, is 140. Duplicate course survey responses that did not match, in either the knowledge domain or learning outcomes, were included in the results, and are highlighted in yellow in the spreadsheet summary.

College	Gen Ed Courses Offered Fall 2020-Fall 2022	Course Surveys Received as of 2023.03.20	Minimum Remaining Surveys
CBUS	7	6	1
CEDU	28	15	13
CEET	9	5	4
CHHS	13	8	5
CLAS	144	100	46
CVPA	32	1	31
IDSP (CLAS)	6	1	5
Totals	246	139	107

Additionally, surveys were submitted for general education courses that were **not** included in the original lists, i.e., were not offered in the time frame of Fall 2020 through Fall 2022. These courses were added to the results spreadsheet in purple font to distinguish them. Because the summary results include surveys for courses that were not in the original list, the difference between the number of courses offered and the number of surveys received is a *minimum* number of outstanding surveys. The actual number of outstanding surveys is a few higher.

Overall, surveys received thus far indicate that most courses are still considered appropriate for the General Education curriculum, and most courses are in the correct knowledge domain. One course each from CEET, CLAS, and CVPA were identified as being no longer appropriate. Two additional CLAS courses were identified as “maybe” being appropriate to remain in the Gen Ed curriculum. Through the survey, a total of 15 courses across all colleges were identified with a change in the knowledge domain. As noted earlier, in some cases two faculty members submitted the same course, but identified different knowledge domains or secondary learning outcomes for the same course.

College	Course Surveys Received as of 2023.03.20	Maybe or No Longer Appropriate for Gen Ed Curriculum	No Change in Knowledge Domain	Change in Knowledge Domain
CBUS	6	0	5	1
CEDU	15		13	4
CEET	5	1	5	0
CHHS	8		6	2
CLAS	100	3	93	6
CVPA	1	1	1	0
IDSP (CLAS)	1		0	1
Totals	138	5	123	15

If you have questions that you would like addressed before the GEC meeting on Thursday, please feel free to email me.