

**GENERAL EDUCATION COMMITTEE
MEETING MINUTES
January 21, 2009
Old Main 128**

Members Present: Faria Ahmed, Allen Bertsche, Kristin Douglas, Anne Earel, Randall Hall, Virginia Johnson, Mary Koski, Emil Kramer, Nancy Loitz, Joe McDowell, Steve Warren, Fred Whiteside

Guest Present: Michael Nolan

The meeting came to order at 4:33 PM.

AGENDA ITEM I – APPROVAL OF MINUTES

Motion-Kramer, Second-Ahmed APPROVED

“That the General Education Committee meeting minutes of January 14, 2009 were approved as presented.”

AGENDA ITEM II - NEW BUSINESS

A. LSFY 103 New Course Approvals

A motion was made but not approved to:

Motion-McDowell, Second-Kramer

“To approve as presented, the following LSFY 103 New Course Requests:

- 1) Contemporary World Literature and Our “Moral Imagination” – Malech**
- 2) Come Together: How Pop Music Became the Voice of the People” – J. Lewis**

Discussion was about Jason Lewis’ proposal. Concern was expressed that the language in the course description was phrased in an oppositional way, in that, pop music is a good thing, while art music is not. On the other hand, it was suggested that the instructor could be historicizing this course by explaining why classical music is remote...one artistic intention versus another. Also brought up was that the language in the description was more geared toward Winter term themes—not spring. Also, no mention of “Cultural Wars”. Nancy asked those who had concerns about this proposal, to email her their specific concerns and she will contact Mariano Magalhães, and let him discuss these concerns with Jason Lewis.

Motion-McDowell, Second-Johnson TABLED

“To remove from the motion , the LSFY 103 proposal from Jason Lewis, and table it until the next meeting.”

Motion-McDowell, Second-Kramer APPROVED

“To approve LSFY 103 New Course: Contemporary World Literature and Our “Moral Imagination” as presented.”

AGENDA ITEM III - OLD BUSINESS

Creating an assessment template for the PH learning perspective was the topic of discussion. After one has been developed, it will be used to create assessment methods for the other learning perspectives. Assessing student outcomes versus syllabus outcomes seems most logical to assess. Topics of discussion:

- Evaluating cumulative affect over time with senior students
- Adding specific questions about LPs on the SRIs... would faculty senate have to approve?
- Questions could not be tied to individual classes
- Questions i.e. "did you do "this"? Did "this" course teach you "this"?
- Advantages to having questions as an addendum to SRI (but would take more time away from instruction)
- Promise incentive for students to fill out the extra questions, i.e., extra credit
- Survey is students' perception, not ability. Sometimes outcomes is not due to teacher not teaching, but rather students' inability to understand what's being taught.
- Collect students work and read it
- Ask seniors how is what you learn similar in two different classes
- Ask seniors to reflect on PN and PL and how valuable that was in their education.
- Incorporate this evaluation tool as part of senior inquiry
- Incorporate goals of LPs in course syllabi
- Is senior year too far removed from general education courses?
- Come up with 3-4 questions and train students to interview and record freshmen....then again interview the same students four years later. Interesting, but time consuming. Interview during "Augie Reads" breakout sessions
- Embed questions into admissions interviews. Too much pressure for applicants....not a good forum and not all applicants do an interview
- Lendol Calder's "Read-Alouds" activity....how would a historical look at this pan out?
- Would have to do read-alouds at beginning and at end of class.
- Combination SRI questions and think-aloud survey.

The committee was asked to mull these thoughts over and the discussion will continue at the next meeting.

For the next meeting it was requested that the topic of Honors as a Learning Community be revisited. Specifically, to determine when to make this effective.

The meeting adjourned at 5:28 PM.

Respectfully submitted,

Mary Koski