

Interim General Education Oversight Committee

June 23, 2010

Agenda

1. Introductions
2. Review of Committee's charge
 - Providing input and recommendations on issues that may arise as implementation of the new curriculum takes place.
 - Reviewing proposed general education courses to ensure conformity with Senate-approved course templates for each of the 10 course areas. Final approval of courses will reside with the University Senate.
 - Working collaboratively with the offices of Undergraduate Education and Assessment to ensure that assessment of the general education program meets the needs of program review and the needs and diverse activities of faculty teaching general education courses.
 - Developing recommendations for the long-term oversight of the program, including periodic course review and program assessment to ensure that the program remains true to the learning outcomes.
 - Providing regular updates on General Education to the University Senate and the campus community.
3. Discussion of draft checklists
 - a. Dr. Heather Bush – Statistical Inferential Reasoning
 - b. Dr. Derek Lane - Communication
 - c. Dr. Roxanne Mountford – Writing I
 - d. Dr. Karen Petrone – Nature of Inquiry in the Humanities
 - e. Dr. David Royster – Mathematical, Logical, and Statistical Foundations
 - f. Dr. Ben Withers – Nature of Inquiry in the Arts and Creativity
 - g. Dr. Ernie Yanarella – U.S. Citizenship
 - h. Dr. Ruth Beattie – Nature of Inquiry in the Natural, Physical, and Mathematical Sciences (discussion in absentia)
 - i. Dr. Larry Grabau – Global Citizenship (discussion in absentia)
 - j. Dr. Jane Jensen – Nature of Inquiry in the Social Sciences (pending)

4. Suggestions for Ex Officio members

- a. Mike Shanks (suggested by Erica Caton)
- b. Student?
- c. Information Literacy?
- d. Others?

5. Other Business

- a. Approval of course syllabus for multi-sectioned courses. Mike Mullen has been telling people, as have I, that there can't be a different syllabus for each section, but rather the syllabus submitted has to be flexible enough for all sections. Opinions?
- b. Approval of course syllabus submitted to fulfill one of two or more areas. Mike Mullen has been telling people that the syllabus has to be broad enough to be address both areas at once, so only a single submission is appropriate. The cover sheet is being adapted to flag such courses for our Committee. Opinions?

Intellectual Inquiry – Arts & Creativity

Learning Outcomes Checklist

(A standard course New Course Form identifying proposed course #, credit hours, College and Department originating proposal, contact person)

Instructions: Please supply a copy of the syllabus for the proposed course. Using that document as reference, identify when and how during the course the following outcomes are addressed:

- An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates student’s personal engagement with the creative process either as an individual or as part of a collaborative.
Date/location on syllabus of assignment:

Brief Description:

- Readings, lectures, or presentations that define and distinguish different approaches (historical, theoretical, and methodological issues) to “creativity” as appropriate to the disciplinary practices specific to the subject, medium, or approach.

Date/location on syllabus of assignment:

Brief Description:

- The processes and assignments where students apply the logic, laws, or constraints of the area of study, (e.g, “out of the box” thinking, or the masterful, elegant treatment of given rules or forms).

Date/location on syllabus of assignment:

Brief Description:

- Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools. These analyses should utilize relevant information resources to incorporate historical, theoretical, and or cultural factors.

Date/location on syllabus of assignment:

Brief Description:

- The process whereby students evaluate results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Date/location on syllabus of assignment:

Brief Description:

Reviewer's Comments