

GESC

November 16, 2009

1:30 – 3:00

Present: Bob Drov Dahl, Doug Downing, Katie Kresser, Ben McFarland, Kathleen Braden, Michelle Beauclair, Cindy Price

Agenda

- Opening prayer
- Approval of 11/9 minutes
- Review of goal statements for CC courses
- Improving the CC
- Tier-two EC courses
- Planning for next week

Review of embedded skill-goals for the Common Curriculum

Less is more – not being too descriptive

Just one piece of what we would like to see in the courses

Improving the CC

List of suggestions on small changes that can be made to the CC (list distributed)

Additional ideas for changes to CC:

- Assure that there are multi-department teaching
- Create commonly agreed upon goals for each class
- Do we have the right class sizes to achieve the goals?
- Find ways to create vertical and horizontal connections
- Having a logo for the CC for visual connections (something in all syllabi that reminds student it is all connected)
- At end of course, student creates a question to take to the next level CC course
- Remove teachers who don't want to teach CC
- Faculty with load release are not allowed to drop their CC courses
 - Because it is our signature curriculum, it should be faculty who want to teach it/are good at teaching it
 - Ways to relieve burden of CC to inspire faculty to want to keep teaching CC?
 - Compensate faculty who teach CC well?
- Should adjuncts teach in the CC?
 - Currently about 25 percent are adjuncts

Discussion of current UCOR, UFDN, USEM goals

Learning goals are isolated and not connected

- Accumulation of goals from individual courses

Discussion of the pros and cons of letting students select their UCOR 1000 course

Students want less CC classes – eliminate certain CC classes?

- Optional in the EC?
- Shift five credits into the EC *or* try and fix the class?

USEM advising issue

- Time commitment to advising
- Split advisees among rest of department faculty?
- Going through all faculty and having them teach USEM (in order to get tenure)

Second-tier curriculum courses

Fix tier in terms of method (as opposed to content)

Is tier-two workable?

- Don't want restricting criteria
- Easier to work backwards?

Four criteria for second-tier EC courses

1. Must have a problem-solution issue-oriented focus
2. Must build on one of the first-tier EC courses or CC
3. Must embed a service component and an active-learning component

Discussion of possible class - understanding of global economy

- Students have to attend and participate
- Different disciplines represented each week
- Subjects rotate through different disciplines

Next week:

- Determine top five
- Discuss proficiencies instead of experiencing the EC as interdisciplinary
- Winter quarter – meet once a month