

GESC

November 2, 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 10/26 minutes
- Report from Common Curriculum instructors about skills
 - What do we want our model to look like with regard to skills?
- How will the design of the EC bring greater coherence and relevance to GE?
- Future planning for the GESC

Reports from Common Curriculum faculty on skills

Performing skills as opposed to learning/teaching skills

Should “critical thinking” be listed as a skill?

- Should be happening inherently
- Faculty don’t construct their curriculum to teach a certain skill

Discussion of UCOR 2000 and historical mindfulness

Should General Education always have a committee to steer it?

- Build a sense of community along faculty teaching
- Making it a priority regardless of lack of time

Establish skills for each class (with specific guidelines):

USEM: writing and research

Students will be able to formulate a research question for a short research report.

- Don’t want USEMs to turn into prerequisite classes
- Cannot be an introduction to major
- Could USEM be an EC?

UCOR 1000: aesthetic awareness (more inclusive than visual literacy)

Students will be able to acquire the vocabulary needed to talk about aesthetic experiences and being able to speak out about it.

Discussion of the possibility of switching the order of UCOR 1000 and 2000

Suite it towards the population you’re teaching – UCOR 1000 is appropriate for freshman

Automatic enrollment?

Better to let them choose?

Determine in future meetings

UCOR 2000: reading and research skills

- Exploring who we are
- Appreciate there is more than one cultural context to appreciate the world
- Approach research and understanding of the global story from a variety of cultures
- Primary sources from other cultures
- Appreciation of multiple perspectives

Or analyze and understand the global story...

- How does student encounter that?
- Their experience with that?

UCOR 3000: argumentation

UFDN 1000: writing

Having it as an element rather than teaching it as a skill.

Specific assignment?

- Spiritual autobiography
- Production of paper a process

Conceptualize USEM?

- Writing assignment in first ten weeks?
- Have to have a topic
- Students are transitioning but also setting patterns
- Want to feel like they're in college (as opposed to high school continued)

UFDN 2000: reading comprehension (textual analysis)

Teach it and not just use it - make it a learning objective

- How do you teach reading comprehension?
- Spend time with primary text and work through it?
- Surrogate for study skills?
- Permeate every course?

UFDN 3100: theological method

Work in context of students who have already figured out what they want to study: goal is to think theological about the field they want to study.

Homework for “students will...” statements by next week’s meeting:

USEM:	Kathleen
UCOR 1000:	Katie
UCOR 2000:	Doug
UCOR 3000:	Katie
UFDN 1000:	Bob
UFDN 2000:	Ben
UFDN 3100:	Bob

Discussion of draft statements for EC

Consistently mentioned in everyone’s statement: service, structure, breadth

Differentiates EC from CC

- Students should be able to articulate difference between these two

Speak directly to students, talk about the tier system, and talk about connections (to ways of knowing and to future).

- With “connections,” don’t want to imply every course is interdisciplinary

Include liberal arts piece that clarifies it’s not just about training, but about worldviews

Discussion of catalog possibilities

Core 1 – common

Core 2 – integrating

Core program

- Common core
- Exploratory core
- Theological core

Two-tiered

- One is way of knowing
- One is practical engagement

What are we hoping for an undergraduate education (beyond getting a job)?

Next week

The second-tier

Service to a needy society and world that is hurting

Adjourned 2:54