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AY 12-13 Meeting 2013-03-07

Faculty Senate

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Special Faculty Senate Meeting
March 7, 1:00-2:00 PM
E-Lounge
Minutes

Senators in Attendance:

	E. Alozie (AL/CAS)		O. Ijose (CBPA)	X	B. Parin (AL/CAS)*
X	K. Boland-Prom (CHHS)	X	R. James (CHHS)		V. Person (COE)
X	Y. Brown (CAS)		E. Johnson (CAS)	X	A. Tamulis (CAS)*
X	D. Cortese (CAS)*		V. Jones (CAS)	X	F. Tian (CBPA)*
X	E. Essex (CHHS)*	X	M. Kasik (COE)		C. Tymkow (CHHS)
X	S. Gandy (AL/COE)*		J. Klomes (COE)*	X	R. Washington (CHHS)*
X	L. Geller (UL)*		C. Luo (CBPA)	X	B. Wilson (CAS)
X	D. Hechenberger (AL/COE)	X	R. Muhammad (AL/CAS)*	X	B. Winicki (COE)*

* = Faculty Senate Executive Committee

Guests: T. Allison, A. Vendrely

1. Call to order at 1:08 p.m. with quorum by Faculty Senate President Muhammad, who stated that there was only one item on the agenda for the special meeting of the Faculty Senate: the General Education Student Learning Outcomes developed by the General Education Task Force (see attached).
2. Faculty Senate President Muhammad made a *motion to accept the document as written*. Senator Washington seconded. Senator Tamulis made a motion to require a discussion of the document. Senator Hechenberger seconded. The voice vote on Tamulis's motion was: 9 in favor, 3 opposed, and 2 abstentions.
3. *Discussion of General Education Student Learning Outcomes document:* Senator Tamulis stated that he had a number of issues with the document, including that it is not well-organized or well-written. Senator Winicki agreed. Senator Cortese stated that he would like to see how the learning outcomes align with planned lower-division courses. Ann Vendrely, Chair of General Education Task Force, explained the development of the

document. She stated that the language is from outside sources (including the Lumina Foundation and AACU), and that there is a need to have a set of learning outcomes in place as soon as possible so that assessments can be developed. Provost Allison added that there are AACU rubrics available, including one for writing that is being used for GSU's HLC assessment project.

4. Senator Cortese made a motion *to accept the document and also form a subcommittee to revise to use measurable outcome language*. Senator Tian seconded. Senator Washington asked for clarification regarding the availability of rubrics for the learning outcomes in the current document. Dr. Vendrely stated that there are AACU rubrics. Senate Parliamentarian asked for clarification on the motion's wording, specifically about whether the Senate would "accept" vs. "acknowledge" the current document. A discussion on this point followed. The *motion was then revised to read, "The Faculty Senate acknowledges the receipt of the Student Learning Outcomes Document from the General Education Task Force, and will form a subcommittee of the Senate to address concerns regarding the document."* This motion was approved by unanimous voice vote.
5. Provost Allison suggested that the Senate adopt the current document's four categories of student learning outcomes (foundational knowledge, practical skills, social responsibility, and integrated learning) as a framework. Senator Cortese made a *motion to accept the framework of knowledge, practical skills, social responsibility, and integrated learning for the revised General Education Student Learning Outcomes*. Senator James seconded. The motion was approved by unanimous voice vote.
6. Senator Kasik stated that a subcommittee should be formed to revise the document and then conduct a vote of the Faculty Senate via Survey Monkey. Senator Boland-Prom stated that the subcommittee membership should be limited in number. Senator and UCC Chair Parin stated that there are deadlines for catalog copy and for Illinois Articulation Initiative courses, so that the revised Student Learning Outcomes document must be ready by March 21. Parin made a *motion to require the revision be completed by March 21*. Senator Cortese seconded. The motion was approved by unanimous voice vote.
7. Senator Boland-Prom made a *motion to form a subcommittee, made up of Senators Muhammad, Tamulis, and Winicki*, whose charge was the revision of the General Education Student Learning Outcomes by March 21. Senator Hechenberger seconded. The motion passed by unanimous voice vote.
8. Senator Hechenberger made the *motion that the Faculty Senate vote on the revised General Education Student Learning Outcomes on or shortly after March 21 via Survey Monkey*. Senator Washington seconded. The motion was approved by unanimous voice vote.

Special Faculty Senate meeting adjourned 2:00 p.m.

Next meeting of the Faculty Senate, April 18, 2013, 1:00 to 3:00 p.m.

Respectfully submitted,

Barbara Winicki, Faculty Senate Secretary

Attached: General Education Student Learning Outcomes (12/12)

Governors State University

Student Learning Outcomes for General Education

Introduction

The purpose of General Education at Governors State University is to prepare students to participate in a dynamic and diverse world. It provides students with a broad foundation of knowledge and facilitates social responsibility, as well as practical and intellectual skills that generate capable citizens. Through in depth study in a specific area of interest applied to the wider world, learning is integrated with the general education. Each of these areas of development is explained in the learning outcomes outlined below.

The learning outcomes are organized into four areas, which are: foundational knowledge, practical skills, social responsibility, and integrated learning.

Foundational Knowledge outcomes address topics that make up the core courses in general education and provide a basis for understanding more specific information in the major area of study. The core courses include the study of culture and politics, physical and natural sciences, and the arts. At the conclusion of the curriculum, the student will be able to:

- Describe the boundaries and practices of human cultures, the physical, and the natural world.
- Investigate key terms related to human cultures, the physical, and the natural world, both historical and contemporaneous.
- Construct a cultural, political or technological argument about the natural or human world through a written project, laboratory report, exhibit, performance or community service design; define the distinct patterns; and explain how these patterns differ from current situations by engaging diverse perspectives.
- Frame a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and propose a “best approach” to the question or challenge using evidence from those fields.
- Produce, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools, and methods from at least 2 academic fields.
- Identify current economic, biophysical and social challenges.
- Demonstrate a commitment to an ecologically sound, socially just and economically viable planet.

Practical Skills are both practical and intellectual practices that help a student demonstrate the knowledge that they have gained. These skills are used throughout the general education curriculum and represent the ability to think critically, creatively and solve problems. In addition, skills in both written and oral communication, information literacy, quantitative literacy, and teamwork are promoted. At the conclusion of the curriculum, the student will be able to:

- Evaluate theories and approaches to problems through multimodal *** communication using analytic inquiry.
- Incorporate diverse evidence in multimodal projects, papers or performances with appropriate citations.
- Use information resources to evaluate the relative merits of competing resources with respect to clearly articulated standards.
- Demonstrate quantitative fluency by the ability to translate verbal problems into mathematical or logical language, construct valid arguments using the accepted symbolic system of mathematical reasoning and construct accurate calculations, estimates, risk analysis or quantitative evaluation of public information through presentations, papers or projects.
- Generate evidence-supported and well-developed arguments, which reflect sound interpretations and analysis of social and ethical issues.
- Construct multimodal forms of communication for appropriate audiences, using relevant disciplinary conventions.
- Develop collaborative practices of learning in order to function responsibly in a diverse public square.
- Construct an individual or group project related to a problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.

****Multimodel includes...integrates..... written, verbal and visual forms of communication**

Social Responsibility represents the development of personal and social obligations that help the student succeed in a global society. Topics for study in this area include civic engagement, intercultural knowledge, ethical reasoning and appreciation for lifelong learning. At the conclusion of the curriculum, the student will be able to:

- Frame an ethical question or challenge using scholarship from the student's major field and at least one other discipline.
- Explain diverse perspectives on a contested issue and evaluate insights gained from different kinds of evidence that reflect scholarly and community perspectives.
- Recognize individual cultural positions and embrace other perspectives, including non-Western and non-dominant ways of knowing generated by diverse peoples.
- Develop and justify a position on a public issue and relate this position to alternative views within the community or policy environment.

- Collaborate in developing and implementing a community based project, , evaluate the process and, where applicable, weighing the results.

Integrative Learning describes the work of combining the knowledge gained early in the general education courses with the more specific knowledge gained in the area of the major. This category represents synthesis of knowledge and advanced accomplishment. At the conclusion of the curriculum, the student will be able to:

- Construct a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the student's major field with information from at least two disciplines.