

UNIVERSITY GENERAL EDUCATION COMMITTEE

December 2, 2009

10:30 – 12:00 p.m., Research I, 163

Attending: Rick Davis (chair), Kim Eby, Doug Eyman, Marcy Glover (recording secretary), Frank Alan Philpot, Kammy Sanghera, Claire Snyder, Hugh Sockett, Cliff Sutton, Carol Urban

Absent: Don Boileau, Rick Diecchio, Karen Studd, Peter Winant,

Guests: Karen Gentemann, Ying Zhou

I. Call to Order

- The meeting started at 10:30 a.m. (quorum)

II. Old Business

A. Approval of November 18, 2009 minutes

- Approved without amendment

B. Continuation of IT discussion

- It was agreed at the November 18 meeting that Ethics is an integral part of the Information Technology requirement. While it is ideal that there be an Ethics component across the curriculum, the implementation of such a project should not delay the IT discussion; it can be handled separately, at a later date.
- Although SCHEV requires assessment of the IT category, it does allow schools to substitute the assessment with another subject matter area of their choice; many schools prefer to assess their Global competencies.
- The discussion then turned to questions of terminology: is Information Technology correct, what are other schools doing (Information Literacy), is it relevant? It was decided that our current title was acceptable; however, our current learning outcomes are outdated due to the rapid change in technology.
- This led to a spirited discussion about learning outcomes and what do we want our students to learn (Ying rewrote the learning outcomes as discussion occurred – see attached). Is the history important? Does an understanding of the history and politics of technology help a user adapt to what comes next? Should they learn technologies or skills and/or the software of a particular profession? Should the impact of technology on Society be included? Should how it works be an essential component? Consumer problem solving versus creator/user relationship – it was agreed that there was too much emphasis on the consumer – production needs to be addressed.
- The revision of the learning outcomes then switched to how much a course must cover in order to fulfill the IT requirement (percentage): 10, 30, 70, or all? Where do you draw the line? Should it be about competencies or consistencies? Areas of practical excellence in disciplinary application of IT? Should the aim be for basic or higher?

III. New Business

A. General Education web page

- The Provost Office web master is in the process of revamping the Gen Ed web page. It will include a blog as well as the new learning outcomes. It will also include a faculty resource page that will include rubrics and information to assist in the formulation of new proposals and revisions of current ones.

B. Next Semester

- Master syllabus review – must do for SACS.
- Co-curricular transcript – place where students can record non-academic work to show what they did at Mason (capture and reward).
- Field trip – ODU for quantitative reasoning?

IV. Adjournment

- The meeting adjourned at 12:00 p.m.