

**Academic Foundations Committee
Minutes**

September 19, 2006

Present:	Oliver Chen Mark Hardt Barb Pedula	Dan Gretch Connie Landis
Absent:	Russ Lord Susan Gilbertz – <i>excused</i> David Garloff – ex-officio Mary McNally – ex-officio Mary Susan Fishbaugh – ex-officio George White – ex-officio	Sandie Rietz Abbas Heiat – <i>excused</i> Tasneem Khaleel – ex-officio John Cech – ex-officio Bob Carr – ex-officio Stacy Klippenstein – ex-officio
Guest:	Jane Howell	
Presiding:	Mark Hardt, Chair	

Mark Hardt called the meeting to order at 3:46 p.m. in the Bridger room of the SUB.

The minutes of April 25 were accepted as presented.

I. Discussion/Action Items

A. Approval of Academic Foundations Program

The Chancellor has approved, just yesterday, the Academic Foundations program. A notice should be sent to the faculty reminding them that the modifications to their programs as a result of the new Academic Foundations program *must* be completed this semester. It was noted that this notice should come from the AFC, the UCC, and Senate, jointly. The notice should also include another reminder about the courses with enrollment restrictions needing to be changed.

B. Timeline for Assessment Implementation - Guest: Provost George White

Dr. White was unable to make today's meeting.

C. Results of September 5 Lunch/Workshop

The feedback regarding the workshop has been positive.

D. Changes to the Matrix

It was noted that the group at the workshop took issue to certain wordings in the matrix. The matrix worksheet is copied below:

Academic Foundations Assessment Matrix

Skills Development and Application

1. Develop effective writing skills.
 - a. Demonstrate knowledge of and competence in the use of conventional written forms: mechanics, spelling, punctuation, syntax, grammar, etc.
 - b. Demonstrate ability to apply knowledge of writing strategies.
 - c. Demonstrate the ability to undertake and accomplish original work in written form.
2. Develop effective mathematical/logical skills.
 - a. Demonstrate ability to understand quantitative measures.
 - b. Demonstrate ability to use quantitative skills to solve problems.
 - c. Develop ability to use logical skills to make judgements.
3. Develop effective reading skills.
 - a. Demonstrate an ability to negotiate a variety of text types and formats.
 - b. Demonstrate an ability to respond coherently to text contents.
 - c. Demonstrate an ability to use a variety of text types and formats to construct knowledge.

Social and Cultural Development

1. Develop an appreciation of social organization.
 - a. Demonstrate an understanding of social organization.
 - b. Demonstrate ability to work productively in a variety of social situations.
 - c. Demonstrate ability to reflect on the dynamics within and among social organizations.
2. Develop an appreciation of cultural diversity.
 - a. Demonstrate social consciousness.
 - b. Demonstrate social responsibility.
 - c. Demonstrate an understanding of the diversity of human cultures.
3. Develop an appreciation of human culture and the human condition.
 - a. Demonstrate knowledge of the philosophical, social, psychological, and biological foundations of human culture.
 - b. Demonstrate understanding of interaction among social cultural, physical, and technological environments.
 - c. Demonstrate an ability to evaluate the diversity, intrinsic value, and consequences of human endeavors.

Intellectual Growth and Development: Content/Thought/Expression/Values

1. Pursue knowledge.
 - a. Demonstrate basic understanding of subject matter.
 - b. Demonstrate thinking, comprehension, and expression of subject matter.

- c. Demonstrate ability to recognize sensory information and experience sensory growth
- 2. Discover and evaluate sources of knowledge.
 - a. Demonstrate ability to integrate through analysis.
 - b. Demonstrate ability to integrate through synthesis.
 - c. Demonstrate ability to appreciate visual, performing, and language-based arts.
- 3. Apply knowledge to the solving of problems and creation of new knowledge.
 - a. Demonstrate ability to identify and solve problems using methods of the discipline.
 - b. Demonstrate ability to pursue creative work in arts or sciences.
 - c. Demonstrate ability to interpret and evaluate creative efforts.
- 4. Reflect on, appreciate, and act on personal moral development and social ethics.
 - a. Demonstrate understanding of the relationship between actions and consequences.
 - b. Demonstrate an understanding of the relationship among ethics, justice, and law.
 - c. Demonstrate an ability to take responsibility for personal choices.

It was noted that the group took issue with

Social and Cultural Development

- 1.b. Demonstrate ability to work productively in a variety of social situations.

It was noted that this was trying to get at the link between what the students learn in the classroom and the real world. It was noted that the other two sub-points in that section cover that idea.

- Motion by Connie Landis, seconded by Barb Pedula to remove point 1.b. under Social and Cultural Development.
- Motion carried.

The group also took issue with

Social and Cultural Development

- 2.a. Demonstrate social consciousness.
- 2.b. Demonstrate social responsibility.

It was noted that perhaps we cannot ask students to develop social consciousness. It is also difficult to assess the development of social consciousness. It was noted that the two points could be combined.

- Motion by Connie Landis, seconded by Barb Pedula to combine 2.a. and 2.b. under Social and Cultural Development to read: "Demonstrate awareness of social issues across cultures."
- Motion carried.

The group also took issue with

Intellectual Growth and Development: Content/Thought/Expression/Values

2.c. Demonstrate ability to appreciate visual, performing, and language-based arts.

It was noted that we want students to benefit from and contribute to the arts. However, assessing how students benefit from something will be difficult.

- Motion by Barb Pedula, seconded by Connie Landis to reword 2.c. under Intellectual Growth and Development to: "Demonstrate ability to recognize and/or contribute to visual, performing, or language-based arts."

- Motion carried.

The group also took issue with

Intellectual Growth and Development: Content/Thought/Expression/Values

1.c. Demonstrate ability to recognize sensory information and experience sensory growth

It was noted that the group thought the phrase "sensory growth" did not make sense.

- Motion by Barb Pedula, seconded by Connie Landis to reword 1.c. under Intellectual Growth and Development to: "Demonstrate ability to recognize sensory information and sensory experience."

- Motion carried with 1 abstention.

The group also took issue with

Intellectual Growth and Development: Content/Thought/Expression/Values

4.c. Demonstrate an ability to take responsibility for personal choices.

It was noted that this can be demonstrated by not complaining about a final grade.

- Motion by Barb Pedula, seconded by Connie Landis to reword 4.c. under Intellectual Growth and Development to: "Demonstrate accountability for personal choices and potential actions."

- Motion carried with 1 abstention.

It was noted that item 4 under **Intellectual Growth and Development: Content/Thought/Expression/Values** could be revised.

- Motion by Connie Landis, seconded by Oliver Chen to reword 4 under Intellectual Growth and Development to: "Recognize, reflect, and act on personal moral development and social ethics."

- Motion carried with 1 abstention.

It was agreed that the revised matrix will be sent out to the workshop group to see if their courses now cover these points.

The meeting adjourned at 5:08 p.m.

Respectfully submitted, Rita J. Rabe Meduna.