

Liberal Studies Review Committee

Wednesday, April 13, 2011

10:00 a.m. Room 316

Members Present: Nan Barker, Annabel Berroya, Paul Crosbie, Kim Morin, James Mullooly, Emily Nesbaum, Marilyn Shelton, Susan Schlievert, Janell Tatsumura

Guests: Pat Christensen, Paulette Fleming, Esther Rodriguez, Lorri Brown

Guest Presenter: Matthew Jendian

The meeting was called to order at 10:07 a.m.

Approval of Meeting Minutes:

- *3/9/11 – The minutes were approved.*
- *3/23/11 – The minutes could not be approved due to lack of Quorum at that meeting.*

Approval of Agenda:

- *The agenda was approved.*

Announcements:

- ***Convocation*** – Convocation will be held on May 20, 2011 and this year will include the Liberal Studies candidates, all three phases of the Credential candidates, as well as the Master's Degree candidates. The time has changed to 3:30 p.m. and students have been asked to arrive at the center by 2:45 p.m.

The Master's Degree candidates reception will be held in front of the Kremen School of Education and the Hooding ceremony will be held at the Save Mart Center at 7:30 p.m. We will send an e-mail to the faculty to give to the faculty members that teach Liberal Studies courses to encourage their attendance and support of these students.

New Business:

- ***Matthew Jendian*** – Faculty from the Sociology department. Introducing Sociology 111 as an additional class to be considered for the Liberal Studies major. He referenced the book "Lies My Teacher Told Me" by James Loewen that is used as the textbook for his class and gave a brief description of the course that places an emphasis on teaching with a multi-cultural focus. He specifically highlighted how History is taught and how multi-cultural History is not taught, referencing page 4 of his class syllabus the awareness of different cultures and ethnic groups, and that he requires participation in the co-curricular multi-cultural project. He asked the group

to reference his own philosophy of education (page 6 of the syllabus) explaining that teaching does not just include talking about the subject matter but how gauging his own success by the amount of learning that is taking place, or the “aha” experiences his students have.

Discussion – The course offerings would increase by adding this selection to the GE and Major requirements. Teaching faculty are not part time, which gives better quality to the class. The class would offer more consistency between the instructors – same text used with a very close consistency in teaching the diversity of different groups. The members of the committee requested the syllabus tie in to the standards of the Liberal Studies major, and it was agreed to amend the syllabus accordingly.

The members asked Annabel for her opinion as a student, and she agreed for the need of additional classes and the emphasis of teaching reality over book definition was a better perspective. She had also taken SSCI 180 and offered that the course was not as good as was expected by her and many of her classmates.

A motion was offered by Paul Crosbie to add the class with an amendment to include the standards in the syllabus. The motion was seconded by Robert Powell, and Susan Schlievert and then passed by the committee. The next step is to present the addition to the Curriculum Committee for their final approval.

Old Business:

- **Goal 4 – Technology** – Kim asked the committee to vote on the revised goal. Paul Crosbie motioned to accept, and this was followed by a second from Robert Powell. The committee voted to approve the revised goal.

The LSRC Curriculum Map was reviewed and compared to the sheet included in the packet offering assessment techniques. It was agreed that some additional changes be made to the Map and Kim Morin would revise and distribute at the next meeting.

- **Mission Goals** – The committee had discussed the addition to the goal list of ‘communication’ and this item had been tabled for the committee to think about and discuss at a future meeting. The main question - to keep the goals as they are but adjusting all areas to include ‘communication’ as an additional focus, or to add ‘communication’ as an additional goal?

The question was asked as to how broad the analysis of communication should extend. Many of the committee members understand that communication is not just written or spoken, communication includes how the students learn the course content. All courses and faculty communicate the content of the course differently, however it is not a test of the writing, or speaking ability of the instructor, but the ability of the instructor to communicate the information at a level that all students within a diverse social construction classroom can understand. Specifically, Robert Powell recommended the following replacement for Goal 3:

Current:

Goal 3: Be able to translate essential subject matter knowledge into effective teaching (Performance)

Proposed:

Goal 3: Demonstrate effective use of communication strategies and processes to increase cognitive and affective learning.

It was determined that the committee would need to look at the content standards and blended standards to determine the balance between the two and then follow with a vote.

This item will be forwarded to the next meeting.

The meeting ended at 11:25.

The next meeting will be on April 27, 10:00 a.m. in ED 316.