

## Greetings to all and welcome to a new academic year!

We are publishing this brief newsletter in the hope that it will supply you with useful information and details about the general education program for 2010-2011.

First, I personally want to thank Monica McKinney, Deb Laube, and the General Education Committee for minding the store during my sabbatical absence in spring 2010. Monica did a great job as Interim Director, leaving our 'program-in-transition' in tidy shape. In our debriefing session in late June, I was so impressed with the care, initiative, and effective action she applied to her leadership role.



Deb, as she has since February 2008, keeps General Education and Honors—their committees and constituencies well-served—through her hard work, her patient manner, and her considerable skills. Monica reports that the General Education Committee supplied her with great support and background knowledge, and performed their duties with a wonderful combination of thoroughness and efficiency. We owe special thanks to departing committee members who have served through a tumultuous and sometimes difficult period for general education. Our gratitude goes to: Susan Kincheloe-McClintock, Ellen Graden, Kevin Hunt, and Michael McElreath. Finally, special thanks are due to Cindy Edwards, whose guiding hand, exceptional clarity of mind, and essential good will led the general education program—and many other academic programs—through great turmoil over the past two years.

*Paul Winterhoff*

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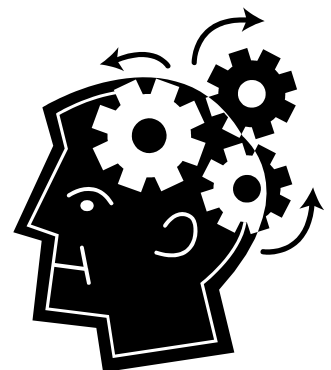
## Assessment on the Brain!

SACS says (or is that “sex sells?”...never mind!) in Principle 3.5.1, “The institution identifies college-level general education competencies and the extent to which graduates have attained them.” A simple statement which means that we need to produce evidence about how our students are doing in attaining Meredith’s general education learning outcomes. We produce a good bit of “indirect assessment” evidence about this through *NSSE* reports, student surveys, and now more gen ed-specific employer surveys. However, the most useful, and to most assessment-heads, the most meaningful evidence is derived through “direct assessment” of student work or performance. This task can be accomplished through standardized testing of juniors and seniors, and we have worked to do just that in the past (2002-08) with an ETS instrument *Measure of Academic Progress and Proficiency* (MAPP). Though it yielded some useful data, this work was fraught with difficulties—logistical, methodological, and financial, and we have abandoned it.

Now, we believe that the SACS process provides impetus, but that the primary reason for learning outcome assessment is not for SACS, but for our work as teachers. We want an assessment process that provides us with meaningful evidence with which to improve our teaching and our students’ learning. We are convinced that the best way to do this in general education is for faculty across disciplines to work together in developing some common criteria that may be applied in assessing student work.

Therefore, a major task for the General Education Office and Committee this year will be to provide opportunities and incentives for this cross-disciplinary work. We want to establish assessment criteria in our requirements that routinely cross disciplines, and by spring we want these to be applied to student work in some requirements. Finally, we want to “close the circle” and publish aggregate assessment evidence that faculty teaching these requirements can use to improve on what doesn’t work, and strengthen what does.

Last May a group of faculty teaching *Writing Intensive* courses, and a group teaching *Global Perspectives* came together with Monica McKinney and Pam Steinke to read and evaluate student work. Members of each group read work-samples and used applicable rubrics from the AAC&U VALUE project <http://www.aacu.org/value/> to develop some common assumptions and practices in assessing general education learning outcomes. Both groups made progress and put a Meredith stamp on the rubrics by making revisions in them. We will be asking these and other faculty teaching these requirements to come together again with student work this fall. They will further refine our standards and spread the word about how to use these in a common assessment of our general education learning outcomes. SACS or no SACS we believe this work is truly worth the effort, and we have been affirmed in this by faculty reaction in doing it. It provides: A chance to really focus on teaching; the perspectives of colleagues from different disciplines teaching to the same outcomes, and the opportunity to work on what truly matters most at Meredith—the best possible education for these women in our charge. So, let’s get after it!



## General Education Signature Perspective Course Learning Outcomes

(Meredith courses that have been approved as Signature Perspective courses have agreed to meet the following learning outcomes in addition to other course- or discipline-specific outcomes.)

### U.S. Perspectives

1. Students will examine how diverse cultures have shaped significant ideas, ideals, and values of U. S. society.
2. Students will analyze the complexities of U.S. cultural experience (s) through relevant disciplinary methods of interpretation.
3. Students will express their knowledge of an important U. S. cultural issue through written work, presentation, or artistic production.

### Global Perspectives

1. Students will analyze at least one global issue with current implications using a variety of perspectives and methods.
2. Students will compare how different world cultures respond to at least one global issue.
3. Students will express their knowledge of the global issue through written work, presentation, or artistic production.

### Ethical Perspectives

1. Students will demonstrate knowledge of the broader ethical theories, principles, and codes of conduct that inform and guide decision making in the field of study.
2. Students will analyze the ethical dimensions of a social issue or a public policy through relevant disciplinary methods.
3. Student will express their knowledge and ability to engage in field-relevant ethical analysis through written work, presentation, or artistic production.

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## Reciprocity Arrangements through 2010-2011

For the 2010-11 academic year the college will continue to recognize reciprocity between “GP” designated and CORE 400 courses. How to say this well...? *CORE 400 works for GP and vicey-versy!* For those who know it, hum the old tune, “Istanbul is Constantinople!”

Also, CORE 100 may be fulfilled by any of the following courses: ART 947 *America in the Arts* (actually and specifically designed for this purpose), HIS 215 *American History Since 1876*, ENG 216 *Survey of American Literature II*, POL 100 *American Political Systems*, or SOC 335 *Race and Ethnic Relations*.

Finally, for this year, any course still carrying the Ethics Intensive (EI) designation may be used to fulfill the *Ethical Perspectives* requirement.

After 2010-11 the catalogue will not list CORE requirements. All courses designated for the 2003-09 program must be approved for designations in the current program, or no longer fulfill general education requirements. Students under the 2003-04 to 2008-09 catalogues will continue to have designated alternatives to fulfill their gen ed requirements.

## New Designations in General Education

During 2009-10 the committee reviewed, critiqued, and approved the following courses for the new *Perspectives* requirements in general education. We are pleased with broad participation, across the college, in teaching these new requirements

The committee continues to review courses proposed by departments for other general education designations—threads and distribution courses—see the general education web site at <http://www.meredith.edu/academics/gened/faculty.htm> for information on the application process for all requirements.

### U.S. Perspectives Courses

- ART-947 America in the Arts
- CD-440 Readings in Early Education & Early Intervention
- EDU-232 Foundations of American Education
- ENG-206 Survey of American Literature
- ENG-215 Survey of American Literature I
- ENG-216 Survey of American Literature II
- HIS-214 American History to 1876
- HIS-215 American History since 1876
- HIS-270 Introduction to the Native American History & Cultures
- HIS-319 Contemporary American History
- ID-245 Housing Issues
- MUS/THE-496 Seminar in Musical Theatre
- POL 100 Introduction to American Political Systems
- POL 300 Law and Society
- PSY 312 Psychology of Exceptional Individuals
- SOC 320 Principles of Sociology
- SOC 231 Social Problems
- SOC 335 Race and Ethnic Relations
- SWK 241 Intro to Soc. Wk & Soc. Welfare



### Global Perspectives Courses

- BIO 203 Death, Disease, and Sex in the 14th Century
- BIO 205 Biology and Society
- BIO 225 Environmental Science
- BUS 310 International Business
- BUS 369 International Marketing
- CD 404/CORE 404 Global Questions: The Needs of Families
- COM 390/CORE 403 Intercultural Communication
- DAN 200 Dance in Society
- ECO 100 Principles in Macroeconomics
- ECO 949 Environmental Economics
- ENG 203 World Literature in the 20th Century
- ENG/THE 350 Modern Drama
- FMD 315 History of Costume
- GEO 205 World Regional Geography
- HED 400 Influences and Evolution of Global Health
- HIS 200 History of Latin America
- HIS 224 Introduction to Asian History
- HIS/POL 282 Modern Middle East
- HIS 305 Holocaust Experiences
- HIS/CORE 409 Global Slavery in Historical Perspective
- HIS 94X History of Western and Non-Western Medicine
- HIS 94X Warfare, Culture, and Social Change in European History
- MRE-201 Pilgrims, Poets, and Prophets
- MUS 216 World Music
- POL 204 Modern Political Systems
- POL 210 International Politics
- POL 320 International Political Economy
- POL 370 Topics in Modern United Nations
- PSY 212 Psychology of Gender Roles
- RES 346/CORE 407 Anthropology of Religion
- SOC 338 Sociology of Families
- SOC 430 Population Dynamics
- SPA 308 Readings in Hispanic Literature
- SWK302/CORE406 Social Policy from a Human Rights Perspective
- WST 495 Crossing Borders; Women Making Changes in a Global Society

## New Designations in General Education continued

### Ethical Perspectives Courses

- ART 396 Junior Seminar
- BK 337 Observation of Young Children
- BUS 340 Business Law and Ethics
- BUS 348 Organizational Behavior
- COM 280 Communication Ethics
- CS 370 Ethics and Information Technology
- ECO 323 Health Economics and Policy
- ESS 300 Issues and Management of Sport and Physical Education
- FN 250 Perspectives in Nutrition
- HIS/REL 385 Europe in the Middle Ages HIS/REL 387 Age of Renaissance & Reformation
- ID 443 Professional Practices in Interior Design
- PSY 424 Theory and Practice In Counseling
- RES 104 Religious Ethics
- RES 284 Sin, Satan, and Evil
- RES 343 Violence, War, and Peace
- RES 344 Biomedical Ethics
- RES/PHI 345 Environmental Ethics
- SOC 374 Social Research Principles



### Advising on General Education

Dear Advisors, As we move ahead with our transition from one general education program to another, please take special care to monitor students' completion of requirements. Record-keeping in the midst of a transition is no easy task. The Registrar's office must manage two different graduation audit programs until the great majority of students matriculating before fall 2009 have finished requirements. We make every effort to keep the general education website up to date with regard to requirements, so it should be authoritative about what does and doesn't "count." Please call the Registrar's Office or our office with questions on these matters. We all are best served by clearing up confusions or making needed corrections as soon as they are discovered.

**CORE courses still needed??** All advisors of students in the "new-old" program—2003-09—are URGED to remind these students that if they need to finish CORE requirements, time's a-wastin'. We have requested a review of student records especially to determine how many students still need the CORE 200 requirement, as linkage offerings have been greatly reduced. If you know of an advisee "in a bind" with regard to this "req" please have her contact the Gen Ed Office as soon as practical. The General Education Committee and Academic Programs Administration will consider alternative methods for completing this requirement should numbers warrant it.

### El and former CORE 400 courses and "fast-track" applications.

If you had developed and taught an Ethics Intensive or CORE 400 course in the fall 2003-spring 2009 Gen Ed Program, you are eligible for a fast track application process. The Gen Ed Committee determined last year that the learning outcomes for CORE 400 and Global Perspectives and for Ethics Intensive Threads and Ethical Perspectives were similar enough to allow an expedited process for these designation shifts. We WELCOME applications to make the switch from all departments and instructors with these possibilities.

## Important Links on the GenEd Website:

**Information regarding Methods for fulfilling the Global Perspectives Requirement through Study Abroad can be found at <http://www.meredith.edu/academics/gened/current-students09.htm> under Global Perspectives.**

**Foreign Language Competency Test information can be found at <http://www.meredith.edu/academics/gened/> & on WebAdvisor.**

**Fall 2009 Courses Identified as “substantially similar”** (i.e. having a “Designation Begins” date of fall 09) can be identified on the general education website at <http://www.meredith.edu/academics/gened/current-students09.htm#1>

On the General Education website at <http://www.meredith.edu/academics/gened/faculty.htm>:

### Meredith College Office of General Education

The Office of General Education is here to serve you!

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### General Education website:

<http://www.meredith.edu/academics/gened/>

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### General Education Committee Members

Responsible Administrator: Liz Wolfinger

Chair: Paul Winterhoff

Student Member: TBA

Members:

James Boyles	Amie Hess (spring '11)
Susan Drury-Rohner	
Laura Fine	Mike Johnson
Shannon Grimes	Mary Jane Lenard
	Julie Schrock

Ex officio: Amanda Steele-Middleton  
Pam Steinke

