Board of General Studies Committee  
March 17, 2016  
Minutes

Present: Martina Bremer (COS), Robin Love (CoEd), David Parent (COE), Peggy Plato (CASA), Simon Rodan (COB), Melinda Jackson (EXO), Revathi Krishnaswamy (HA), Matthew Spangler (COSS), Stephen Branz (EXO)
Absent: None

1. Approval of minutes: March 3, 2016

**Action - Approved (7,0,0)**

2. New course proposals
   a. BUS5 040

   BOGS voted 6-0-1 not to approve the course in its current form, though the committee is willing to consider the course again, once some modifications have been made. The board would like to see additional readings or assignments that more directly meet the GE Learning Objectives (GELOs). Of particular concern is GELO 1, which asks students to “recognize the physiological, social/cultural, and psychological influences on their well-being.” The instructors of the course propose to meet GELO 1 with an assignment in which students will interview an entrepreneur about a number of health related issues, such as the sleep, work, or dietary habits of that entrepreneur. The committee feels that this assignment would more directly map onto GELO 1 with some additional reading that directly addresses physiological influences on well-being. A single interview with an entrepreneur, in itself, is not necessarily going to reveal an accurate relationship between physiological factors and well-being: the entrepreneur could say, for example, “I do great on three hours of sleep per night,” when, in fact, most data would indicate otherwise. To be clear: it is not our recommendation to do away with the interview assignment all together, but rather, to supplement it with some short scientific readings on the relationship between physiological influences and well being that would serve to place the interview responses within a broader scientific framework. The interview questions provided on the syllabus already indicate what some of these readings might address: the relationship between well-being and diet, sleep, recreational activities, or work habits, for example.

The committee has a similar comment with regard to GELO 2. The GELO asks students to “recognize the interrelation of the physiological, social/cultural, and psychological
factors on their development across the lifespan” that the instructors of the course propose to meet with a resume assignment in which students imagine their future selves and describe the role that physiological, social/cultural, and psychological factors played in creating that future self. The committee feels that this assignment should be accompanied by readings that directly address the role of physiological, social/cultural, and psychological factors across one’s lifespan, and ask the students to craft their future resume in light of these readings.

Finally, GELO 3 asks students to engage with diversity. The course instructors propose to meet this GELO by having the students in the course work on team projects. But one wonders: would a random sample of students working together in the course always produce a diverse group? Certainly not likely in terms of age. Maybe ethnicity or gender, though probably not always. Again, the committee feels this GELO could be met with some targeted readings on diversity in group settings, and asking students to situate their own experiences of diversity in this class assignment within the broader scope of these readings.

**Action - Not approved (0,6,1)**

3. GE Continuing Certification course review
   a. Recommended for continuing certification:
      LING 129
   b. Additional information requested:
      LING 020
      LING 021
      LING 022
      LING 122
      LING 123
   c. Referred to Program Planning: none

Meeting was adjourned at 15:50