Core Undergraduate Learning Experiences (CULE) Minutes for October 22, 2013,
8:30-9:20, Peace Garden Room

Present: Cole Davidson, Marion Harris, RaNelle Ingalls, Rajesh Kavasseri, Andrew Mara, Cynthia Naughton, Lisa Nordick, Larry Peterson, Seth Rasmussen, Susan Ray-Degges, Kent Sandstrom, and Carolyn Schnell.

Unable to attend: Herbert Snyder, Beth Twomey, and Kevin Walsh.

1. The minutes from 10/08/13 emailed on 10/08/13 were approved.

2. Discuss the model from each group
   ✓ Marion, Kent, and Susan
      ✓ Larry really liked the guiding principles. He felt that the first three principles will work regardless of what model we choose.
      ✓ Marion stated that her group felt having a capstone as a GE was very important.
      ✓ RaNelle asked about the transition between the old GE model and the new one and how they would determine when to start students on the new model and how to handle the students that will have started under the old model. Larry suggested having an implementation date to start incoming students on it and that there should be a sunset clause for those under the old model, to have an end date when old GE courses would no longer be used.
   ✓ Cynthia, Rajesh, Herb, and Seth
      ✓ Larry felt like this model would clearly communicate the GE expectations and requirements to students.
      ✓ The university wide “foundations in critical thinking” will be broad based, not discipline specific. It might be team-taught.
         o Kent noted that critical thinking is different from creative thinking and innovation.
      ✓ Kent is concerned that in this model a student won’t have to take a Literature or Fine Arts course. This is also the case at present. He would like to see that incorporated.
      ✓ The college level math will be a math-based critical thinking course, not something like calculus. It will be a broader type course.
      ✓ This group feels it is very important to tie the capstone in with GE as well.
   ✓ Andy had reservations about individual instructors doing the assessment report for their GE courses because so many of their first year composition instructors are graduate students. Because they will need assistance and guidance in creating the report, the responsibility for providing an assessment report should be the department’s. A template would be a helpful tool for everyone to follow. Rajesh
volunteered to create one if we need it. We also discussed having a GE Assessment Advisory Committee to help with the process.

- Lisa, Carolyn, Beth, and Cole
  - Their model has three one-credit modules for first year students.
    - Members asked if the courses could be combined or if they needed to be stand-alone courses.
  - They include an upper division communication requirement within the major, in addition to the present upper division writing course.
  - They also included a technology course in the major.
    - Both Seth and Cynthia noted that technology is essential to courses in their major, but there is no single technology course that is right for Chemistry or Pharmacy.
  - They had experiential learning as an option for the capstone.

- RaNelle, Larry, and Andy
  - Their version of a first year experience focused on Personal and Social Responsibility which could be taught in any college or by any department. This team thought this would be an incentive to have our best instructors teach these courses to intrigue students about this discipline.
  - They also included a two-credit team-based, cross-college course addressing a real world problem at the senior level.
  - Like Lisa, Beth, Cole and Carolyn, they included an upper division communication requirement within the major, in addition to the present upper division writing course.
  - Their model included integrated courses in domestic and international diversity.
  - In their model students in science-based majors would be required to take more credits in Understanding Human Societies and students in non-science based majors would be required to take more credits in Understanding Natural and Physical Worlds.
    - Lisa asked if this would be bad for retention.

3. Questions, concerns, issues, or brainstorms about our journey
   - Larry suggested that the group focus on Communication to work on nailing this down since there is a lot of overlap among the models.
   - Next we should work on the capstone as all groups agree on the importance of including that in the model.
   - After these two categories are finalized, the group can focus on the other categories that will take more time to come to an agreement on.
✓ Cynthia suggested reviewing the survey results, or at least the summaries from the survey, that were done last year; discussing the important issues that people expressed concern about; and trying to focus on addressing those issues in the model that we choose.

✓ Larry will send the summaries out to the committee for review. We should look for anything that stands out that might not have been addressed in the models that were presented today. We should also look for areas of emphasis to make sure they are included in the models as well. We will begin our next meeting by discussing our reviews of those summaries.

Submitted by Kelly Hoyt

Next Meeting Tuesday, October 29th, 8:30am, Peace Garden room