

## 2015-2016 General Education Committee Minutes

---

Wednesday, Sept. 16, 2015

2-3 p.m.

Mandan, Memorial Union

**Members present:** Mike Christoffers, Marie Bosley Gordon, Robert Gordon, Kay Hopkins, RaNelle Ingalls, Joe Mike Jones, Larry Peterson, Dale Sullivan, Amy Rupiper Taggart, Beth Twomey, Justin Wageman and David Wells

**Unable to attend:** Chengwen Sun

Recorder: Kelly Hoyt

1. The minutes from the meeting on 9-2-15 were approved.
  - Updates regarding QUEST from Faculty Senate meeting on 9-14 the model was passed with a vote of 24 yes, 13 no, and 4 abstained.
  - The feasibility and professional development committees will be formed.
2. New course application guidelines: please review and provide any revision feedback
  - a. Application Guidelines –
    - Larry suggested including something that indicates we are using the existing Gen Ed categories from 1993 but with the new outcomes from 2015.
    - Not consistently using Undergraduate Learning Outcomes. There are two spots on page 1 that need to be changed to this language.
    - Dale suggested adding URLs in the opening paragraph that will jump to the outcomes and to the categories.
    - The word matrix will be changed to rubric throughout the document and will include a URL to take a user to the rubric. The top of each page will be labeled as rubric as well.
    - Page 2 - number 4 – remove the word anonymous at the beginning of the second line.
    - Page 2 – number 4 – what constitutes a sample of student work for three years? The wording will be changed to Instructors should retain copies of assignments, course materials, quizzes, and final exams for three years. Some of these materials may be requested by the Committee in periodic course re-evaluations. Additionally, the committee may call upon you to provide student work addressing the outcomes you have identified for your course.
  - b. Checklist –
    - Syllabus – Justin suggested having a statement saying the syllabus should meet the requirements in Policy 331.1 (make this a link).
    - The only text items that will be retained are: 1-2 Undergraduate Learning Outcomes, and Explanation of how student activities in course meet each outcome.

- Add text similar to: Evidence in course schedule of emphasis on activities related to activities.
- The word Matrix will be changed to rubrics throughout the document.

c. Rubrics –

- Communication rubric title needs to have GE Outcome changed to Undergraduate Learning Outcome.
- First paragraph – 2<sup>nd</sup> sentence – Reword to say: The course must require that students produce at least three pieces total. Those assignments must include samples from 2 of the following 3 categories.
- Consistently label documents as Undergraduate Learning Outcome 1: Communication, Undergraduate Learning Outcome 2: Critical Thinking, Creative Thinking, and Problem Solving, etc., not just outcome 1, outcome 2.
- Larry suggested having someone outside of the committee review these documents.
  - Amy suggested that Brady Bergeson who submitted ENGL 226 and Anne Blankenship who submitted the 3 religious studies courses, adapt the documents they submitted in 3 ways. Replace the outcomes in the syllabus, use the new rubric, and replace the outcomes explanation in the template, but not have to use the new application guidelines document. PHRM 101 submitted by Stephanie Meyer could look at the documents, give us some feedback, try them out, and be our user/tester.
    - a. Larry motioned to approve the above suggestion and added that we ask all three individuals to provide feedback on the new documents. Dale seconded. Motion passed.

3. New courses, new outcomes

- a. ENGL 226 (waiting for new forms, hoping to offer in spring)
- b. 3 religious studies courses (2 current courses taught this semester, advised to revise just for outcomes) – Anne Blankenship was hoping these could be approved this semester for the students who are taking the course. It was not advertised as a Gen Ed course when it was offered. RaNelle said that it would have to be done manually and as long as these aren't a 300 student lecture course, it shouldn't be a problem. There are only 15 and 7 students in 2 of the classes and the third isn't offered until spring. The documents will have to be reviewed once submitted but as long as everything looks good, these can be approved as Gen Ed for this semester.
- c. PHRM 101: Stephanie Meyer (advise to bring forward with new outcomes?)

"I co-instruct an undergraduate course, PHRM 101: Introduction to Public Health, every fall semester. This course has been taught for 3 years now I believe and my co-instructor and I feel that it would be a good course option for a general education requirement. Because of the general education changes that are currently taking place, should we wait to submit this course for approval as a Gen. Ed.? Or still submit but use a new set of learning outcomes? Our initial thought was to submit in February through the appropriate approval channels so that it could be listed for Fall 2015. What do you recommend?"

- See 2.C last bullet above.

4. Administrative Guidelines Development: Professional degrees and exceptions to GE requirements – RaNelle

- RaNelle wants to know how to handle the special cases that might be missing a certain GE course. For example, a student who obtains a professional degree that does not earn a bachelor's degree first. If they come back to school for a change of profession or want a bachelor's degree in a different area, how should this be handled? Does the student need to file an appeal or can RaNelle's office administratively approve it? She said there wouldn't be a lot of cases like this. There have been approximately 4-5 students that have graduated in the last couple of years.
  - Amy suggested that these come through the committee as a petition.

**\*\*\*\*\*Next meeting is Wednesday, October 7<sup>th</sup> at 2 pm in Peace Garden\*\*\*\*\***