2015-2016 General Education Committee Minutes

Wednesday, Nov. 4, 2015
2-3 p.m.
Mandan, Memorial Union

Members present: Mike Christoffers, Marie Bosley Gordon, Kay Hopkins, Joe Mike Jones, Larry Peterson, Dale Sullivan, Amy Rupiper Taggart, Beth Twomey, David Wells, Justin Wageman, and Charlene Wolf-Hall

Unable to attend: Rosalinda Connelley, RaNelle Ingalls, Robert Gordon, Chengwen Sun, and Aaron Vipond

Recorder: Kelly Hoyt

1. The minutes from the meeting on 10-21-15 were approved.

2. Recommendations from Student Petitions Subcommittee: Amy, Larry, Marie, RaNelle. [student initials (last name first)].

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<th>Student Initials</th>
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3. Cancel Dec. 16 meeting (finals week)
   - Meeting will be cancelled.

4. RELS course proposal: Islam, Anne Blankenship
   - American Religious History
     - Amy noticed that it seems like Blankenship is listing 3 outcomes for this course. She has Communication, Human Societies and then later has Diversity and Global Perspectives. She suggested identifying these two outcomes and still have it go under the Cultural Diversity Category, and removing Communication. This is an issue we are going to run into with utilizing the new Outcomes vs. the present Categories.
       - Amy thinks it makes sense that a person who wants a course to be in Humanities and Cultural Diversity categories, probably need to pick the Human Societies and Diversity and Global Perspectives outcomes.
       - Dale asked if Diversity could be added to the other two outcomes.
         - Amy explained that we advise people to choose no more than two outcomes.
       - Larry said that traditionally communication courses needed to focus on teaching communication, teaching writing and teaching oral communication, and that’s not the focus of this course.
       - Larry questioned if everyone will start choosing two because it would give students more options to choose from.
Beth mentioned that the form just has a little tag that says what you are submitting and that makes it sound like the add-on that it is currently instead of where we want to move it into.

Larry suggested amending the form to say “Courses meeting applying for this designation need to choose the outcome”.

Amy asked if we use the old model or push toward the new model in this particular proposal.

Larry is in favor of pushing towards the new model, we wanted to emphasize that diversity would be a strong stand alone component and not an add-on. If we are going to follow that line of reasoning, then you would want it to be assessed in the course and aimed at as a learning outcome.

Larry motioned to consult with Blankenship to see if she is willing to 1) eliminate communication as an outcome and incorporate Diversity and Global Perspectives instead or 2) Remove Diversity as the category; and amend the form. Mike seconded. Motion approved. Friendly amendment is that if she agrees one of the two options above, the course will be considered approved. Motion passed.

It was determined after reviewing History of Global Islam, American Religion History will be a Humanities course and possibly Cultural Diversity (depending on Blankenship’s decision) but that she will need to resubmit a revised form and Diversity rubric.

- History of Christianity
  - Larry motioned to approve for Humanities and Global Perspectives. Mike seconded. Motion passed.

- History of Global Islam
  - Amy is concerned about the categories and/or outcomes that Blankenship identified for this course (Humanities and Global Perspectives categories; Undergrad Learning Outcomes are #2 in Critical Thinking, Creative Thinking, and Problem Solving and #6 in Diversity and Global Perspectives). We need to determine if this course can have the Critical Thinking, Creative Thinking, and Problem Solving outcome under the Humanities category or if it should be suggested that Blankenship replace this outcome with a Human Societies outcome.
  - Larry suggested that due to the revision to the statewide policy of the Gen Ed model that the General Education Council has proposed, Blankenship take the safe route and choose Human Societies and Global Perspectives categories for this course in case the model is not approved by the State Board of Higher Ed. Otherwise, this course would not fall into any of the current categories we have.
  - David suggested that we should be very clear on what categories are being proposed for a course and what course learning outcomes support those choices. Having a guide that explains if you’re in these two categories and the student learning outcomes and here are the course learning outcomes that support that orientation. He thinks we need that for our perspective so we can be consistent as we move forward.
  - Dale moved to suggest Blankenship remove outcome 2 or 6 and replace with a Human Societies outcome and resubmit. David seconded. Motion approved.
5. Plan for Dynamic Criteria Mapping Session on Nov. 18. Any further feedback?
   - Amy reviewed the assessment pilot using Dynamic Criteria Mapping for those that were not at the last meeting.

6. Long-term planning priorities discussion
   - Amy informed the committee that the university is moving away from the National Survey on Student Engagement surveys and going to SERU. Emily has volunteered to take our new outcomes and map them onto the questions in the SERU to figure out how the questions in the survey get at some of the outcomes we have. We can then see what is missing in the SERU. There is an opportunity to put wildcard questions (questions that we develop) in the survey as well. Emily is open to adding a couple questions that might get at the new gen ed outcomes, as indirect report data that could help us with these assessment questions.

The remaining items will be tabled until the next meeting.

   - Website and resources discussion, review
   - Course re-evaluation cycle: timing? Documents needed?
   - Build faculty learning communities (FLCs) around the outcomes, communicate with the FLCs re the outcomes and teaching for them
   - Program review overall (with external evaluators, as UND has done?)
   - Changing the language from GE to something more like core or essential or foundations, to overcome the “general” bias
   - How do we: 1- think of GE as a program or connected curriculum 2- communicate more regularly with faculty about GE, not just to the Senate
   - Over the long run, develop some regular cycle of program assessment (direct + indirect assessment)
   - Other big picture issues we should consider building in to a long term plan?

*****Next Meeting is Wednesday, November 18th at 2 pm in Peace Garden*****