Agenda

General Education Requirements Committee
Tuesday 12 January 2015
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Announcements

2. Academic Affairs assessment training initiatives (Selena Grace)

3. Minutes from **November 10, 2015** and **December 8, 2015**

4. Other Council's Minutes -- Information Items

5. 2016-2017 Catalog Changes

    a. ENGL 1101
    b. Written Comm change in III.N

6. GERC Officers for Fall 2016/Spring 2017 - nominations?

7. GERC role in establishing authority over gen ed courses? Conflicting Arts &Letters/Student Success Center (SSC) views regarding English courses offered through the Bengal Bridge program (SSC)

8. Assessment Plans

    a. Motions to approve plans
    b. Discussion of borderline and problematic plans

9. Next steps in assessment master plan refinement

    a. Expectations for detail of reporting in Fall 2016 – what info will have to be included?
    b. How will annual reports be collected?
    c. What is the procedure for amending assessment plans?

10. Report from Dec. 3-4 SBOE Gen-Ed Discipline Group Summit (time permitting)

    a. Issues raised in discipline groups and state GEM committee

        i. Discipline groups may reject courses approved by institutions? Unconventional offerings should be prepared to defend worthiness via assessment.
        ii. Some outcomes may be revised to be more specific in order to exclude unconventional options.
        iii. Objective 5 may change from 4/5 to 4/4 for lecture only courses, 5/5 for labs.
        iv. Should the state financially encourage GEM dual credit courses specifically, as opposed to all dual credit courses?
        v. Multiple institutions offer course release for major assessment responsibilities.
        vi. Only BSU has a complete assessment plan at this time: http://academics.boisestate.edu/fsp/university-learning-outcomes/assess/
        vii. Others?

    b. Future plans for coordination of GERC with discipline representatives

11. Adjourn

Future Business

a. Engineering request for waiver to redistribute 7/8/9 credits to other areas to accommodate high credit load. Would we accept course-specific Obj. 2?
b. Revise Gen Ed proposal form (largely to account for existence of separate assessment plans).
c. Should we tighten the statement describing the purpose of gen ed assessment? Many fear that it will be used to find fault with faculty or aggressively restrict course offerings; would a statement to the contrary allay these fears and/or avert these outcomes?
d. Acceptable grade threshold for Gen Ed courses - currently D except ENGL 1102, where it is C - should this be standardized? (mixed policies across state pose transfer issues)
e. What happens to transfers from the quarter system who have taken two classes in an objective, but not earned 6 credits in that objective? Currently they may make up the credit difference in any general education coursework.
f. Should institutionally designated gen ed credits transfer as gen ed regardless of alignment of institutionally designated objectives between schools?
g. Should test credit count towards general education requirements? In most cases it does, although tests do not necessarily address gen ed objectives. How about transfer credits from non-state schools that match program goals, but not gen ed?
h. What is the best procedure for nomination and approval of reps to state gen ed groups?
i. Revisit learning outcomes for objectives 7-9 (improve assessment clarity).
j. Extent of offerings in 7-8 – combine?
k. Revisit bylaws in light of new state definitions and assessment plan.
l. Relationship of Gen Ed assessment to IEAC work.
m. Should we formulate and assess program outcomes for Gen Ed (critical thinking, etc.) [CWI is doing this.]