Agenda

General Education Requirements Committee
Tuesday 26 April 2016
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Announcements

2. Minutes from April 12, 2016

3. Other Council's Minutes -- Information Items
   Faculty Senate Minutes from March 28, 2016

4. Proposed revisions to GERC bylaws:

Article II - Purpose

GERC considers all policies related to the University's General Education program and issues recommendations regarding these policies to the UCC.~~The purpose of the GERC is to consider all policies that relate to the University's general education requirements and to issue recommendations regarding these policies to the UCC~~. The GERC is responsible for reviewing all proposed changes to the general education curriculum, approving the appointment of ISU representatives to external bodies with jurisdiction over that curriculum, and establishing and overseeing the process by which the Objectives and courses that compose ISU's general education program are assessed. The GERC may also issue recommendations regarding other general education issues brought to its attention.

Article III Section A - Committee Composition

The GERC consists of 16 members: 11 voting members and 5 non-voting members.
There are eleven (11) voting Members:

- two (2) from the College of Arts and Letters:
  - one (1) from Fine Arts & Humanities departments, and
  - one (1) from Social Science departments;
- two (2) from the College of Science and Engineering:
  - one (1) from Engineering, Mathematics, and Physics, and
  - one (1) from Biological Sciences, Chemistry, and Geosciences;
- two (2) from the Division of Health Sciences;
- one (1) from the College of Business;
- one (1) from the College of Education;
- one (1) from the College of Technology;
- one (1) from the University Library and the Student Success Center, and
- one (1) from ASISU

Article IV Section C - Duties of the Officers

The Chair calls meetings, sets agendas, presides over meetings, delegates responsibilities among members, and provides a report of the GERC's activities to the UCC and other appropriate parties. The Vice Chair serves in the absence of the Chair, and attends UCC meetings (Thursday afternoons 3:00-5:00 p.m.) as needed, at least once a month, and reports highlights back to the GERC. The Secretary records and distributes minutes of the GERC meetings in collaboration with the committee's administrative assistant.

Article VII - Business Items

The GERC receives business items from the UCC, and may take up additional business at the discretion of the Chair. Business not completed by the end of Spring semester will be continued in the following Fall.

5. Select GERC executive secretary for F16-S17 academic year?

6. Revised Qualtrics reporting form

    a. Most suggestions implemented - hosted by IR, produces email receipt
    b. Option to explain non-standard data?
    c. Should access link reside on Bengalweb (IR channel)?

7. Assessment Plans

    a. Motions to approve plans
    b. Appropriate actions regarding courses without approved plans?

8. WICHE Interstate Passport business - construction of a hypothetical Passport Block

    a. Who should contribute input to this task?
    b. Is it appropriate for this work to take place during summer?
    c. What practices in Block construction would best equip GERC to eventually evaluate participation in the Passport program and consider official adoption of said Block?

9. Adjourn

Future Business

A. Check assessment plan examples to make sure they still match format and meet current expectations. Are there more that should be added, or more resources we should link?
B. Honors students' completion of Objective 1 - add ENGL 1101 prereq to HONS 1101?
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; Passport also requires C or better)
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 bylaws in light of new state definitions and assessment plan.
J. Relationship of Gen Ed assessment to IEAC work.
K. Should we formulate and assess program outcomes for Gen Ed (critical thinking, etc.) [CWI is doing this.]'
L. Report from 2015 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