Agenda

General Education Requirements Committee
Tuesday 11 October 2016
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Introductions and Announcements

2. Minutes – *will vote by email*

3. Formal process and Form (or new section on current Proposal Form) for withdrawing a course from the Gen Ed Program
    a. CHEM 1101 Intro to General Chemistry – Chemistry Dept. requests removing it from Objective 5 *[Corresponding UCC proposal is in the works, out for impacts 10/11/16]*
    b. HIST 2291 Historian's Craft – History Dept. requests removing it from Objective 8

4. New Gen Ed Course Proposals & Assessment Plans
    a. Obj 1 ENGL 1102 prerequisite adjustments
    b. New Obj 8: LLIB 1125 Intro to Health Information Research
    c. New Obj 8: HE 2200 Promoting Wellness
    d. New Obj 9: IS 2270 World Regional Geography and Cultures
    e. New Obj 9: CSD 2257 Deaf Culture and Community
    f. New Obj 9: SCPY 1001 Psychology of Diversity and Learning in Schools

5. Assessment Plans
    a. Motions to approve plans
    b. Discussion of borderline and problematic plans
    c. Status reports on unapproved plans

6. Other Council's Information Items –

    a. Council Minutes – information-sharing items
        None this week

7. 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