Agenda
General Education Requirements Committee
Tuesday 25 April 2017
Academic Affairs Conference Room ADMIN 301
2:30-4:30 p.m.

1. Announcements

2. Minutes for **March 14, 2017** and **March 28, 2017 –** *will be voted upon via email*

3. Update from Academic Affairs –

4. Assessment Plans
   a. Motions to approve plans
      Objective 4
      LANG 1101/1102
      LATN 1101/1102
      RUSS 1101/1102

      Objective 9
      ARBC 2201/2202
      CHNS 2201/2202
      LATN 2201/2202
      RUSS 2201/2202

      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?

5. Year-End Report

6. Other

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

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. ***Is this still a concern?*** 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?
C. 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)
D. 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. GERC approved a recommendation on 2/28/17; accepted by UCC and Assoc. Deans. Awaiting word from Registrar Laura McKenzie who took it to Council of Registrar's for input. ***Any update yet?***
E. Should institutionally designated gen ed credits transfer as gen ed regardless of alignment of institutionally designated objectives between schools?
F. 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?
G. What is the best procedure for nomination and approval of reps to state gen ed groups?
H. Revisit bylaws in light of new state definitions and assessment plan.
I. ***Is this still needed on the list?*** Relationship of Gen Ed assessment to IEAC work.
J. Should we formulate and assess program outcomes for Gen Ed (critical thinking, etc.) [CWI is doing this.]
K. ***Is this still needed on the list?*** 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
L. ***New:*** Improve communication mechanism for ISU discipline group members and GERC? Recommend in year-end report?