Agenda
General Education Requirements Committee
Tuesday 31 January 2017
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Announcements

2. Minutes – *will vote by email*

3. Assessment Plans
   a. Motions to approve plans

4. Objective 1 – minimum grade requirement for the whole Objective?
   a. Email excerpt from Sarah Mead:

      "The English proposal added the grade minimum [of C- or better] for ENGL 1101 [or ENGL 1101P] as a prerequisite to ENGL 1102, but the HONS 1101 course proposal did not [specify a minimum grade requirement].
      I think the question on the table for GERC is now that Objective 1 has a 6 credit requirement, with the addition of ENGL 1101, does Objective 1 itself have a grade minimum for all courses listed?

5. Removal of courses from Gen Ed Program: need to clarify a mechanism for ensuring GERC as a whole **does** see each UCC Proposal and considers whether to approve the removal or not.

6. Additions to UCC's questions to Selena Grace about gen ed assessment: 1/17/17 email Joanne to Sandi:
   a. "UCC had questions about Gen Ed assessment, like how often, what does SBOE require, what does NWCCU require, etc, and Selena offered to answer whatever questions you may have. She asked for a list of specific questions that she could address."

From Future Business list

1. (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)

2. (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.

3. (E) Should institutionally designated gen ed credits transfer as gen ed regardless of alignment of institutionally designated objectives between schools?

Other Council's Information Items –

Council Minutes – information-sharing items
None this week

4. 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. 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.
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. 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. 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