# General Education Committee Minutes, 4/12/17

## Call to Order / Roll Call

Members present: L. Ametsbichler, S. Bradford, B. Clough, B. Durnell, K. Graham, C. Greenfield P. Muench, J. Randall, G. Peters, T. Wheeler,

Ex-officio members present: B. French, N. Lindsay

Members Absent/Excused: T. Ravas, G. Weix L. Yung

The minutes from 3/29/17 were approved.

## Communication

* The General Education Committee is scheduled to meet with the accreditation visitors (below) on **Monday 5/1 from 1:00-1:50 in UC 329.**Please prepare for the meeting by reviewing  the demonstration project report General Education section.   If you are unable to attend please let me know.

**Dr. Larry D. Roper**Interim Director, School of Language, Culture and Society, Coordinator, College Student Services Administration, Coordinator, Social Justice Minor, Oregon State University

**Dr. Laura Woodworth-Ney**Provost and Vice President of Academic Affairs
Idaho State University

* The revised Group III language and proposal to eliminate symbolic systems were approved by ASCRC. ECOS had concerns about the symbolic systems related to the term extended majors and majors that are currently high credit but do not require symbolic systems courses. This could result in more majors opting out of the language requirement. It also suggested further clarification regarding the exemption for AA students that pursue a four-year degree would have to meet the requirements of the major. In addition, it recommended that a policy be put in place for granting exemptions to the language requirement. The language can be taken from a motion that was approved by the Senate in 2013. The Faculty Senate Chair, John DeBoer and Chair Bradford will attend ASCRC next week to discuss the issue.
* Last Friday’s listening session had 18 attendees including members from the Committee.

## Business Items

* Course Review. There has not been any additional communication regarding the appeals for ANTY 326 and HSTR 272. Neither course is in the schedule for next fall. Chair Bradford provided feedback to a draft prepared by an adjunct faculty member for BIOH 108. However, the final draft will be coming from Professor Henderson. This would be a new general education designation. Since HSTR 272 is a popular course, Chair Bradford will send a final communication. The results of the rolling review will go to the Senate in May.
* The Committee discussed and made some edits to the proposal for review and assessment and the form from comments at the listening session. Number 4 on the proposal was edited to read:
	+ Instructors seeking to renew GE designations will ~~be asked to~~ submit (1) a course syllabus, (2) a completed General Education Form, ~~and~~ (3) samples of course activities that document how the GE Learning Goals are attained, and (4) an assessment report that includes an analysis of student outcomes with respect to the GE Learning Goals.

The revised form is appended below. The Committee recommends that faculty be alerted to the review in advance in order to think about how to assess the learning outcomes and what data collection. There was discussion regarding how long to allow faculty to submit the assessment component. It was agreed that it should be submitted during the next review cycle. In the past the deadline for the rolling review was in the spring with a year grace period for faculty to submit in the fall. There will be workshops available when faculty will be completing forms. A Moodle shell may be used to store forms.

## Adjournment

The meeting was adjourned at 5:30 p.m.

# General Education Assessment and Review Form  Expressive Arts 4/17

Please attach/ submit additional documents as needed to fully complete each section of the form.

## i. Course Information

Department: Course Number:

Course Title:

Type of Request: New One-time Only Renew Change Remove

Course offered: Fall Spring Intermittent Summer Winter

Multiple sections
\*If course does not exist in the catalog, an [e-curr](https://www.umt.edu/winapps/adminfin/eCurr) form is also required.
~~Rationale:~~

~~\*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.~~

Justification for course level
Normally, general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

ADDITIONAL INFORMATION (FOR OCHE DATABASE):

In which [MUS Core Category](https://mus.edu/Transfer/MUScore.asp), does this course fit?
Does the course include content regarding cultural heritage of American Indians?

## ii. Endorsement / Approvals

|  |  |  |
| --- | --- | --- |
|  |  |  |

\* Instructor: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
 Phone / Email:
Program Chair: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
Dean: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

\*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

## iii. Description and Purpose

General Education courses are expected to be introductory and foundational within the offering department or within the General Education Group. They emphasize breadth, context, and connectedness; and relate course content to students’ future lives: (See [Preamble](http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx))

## IV. Criteria

Briefly explain how this course meets the criteria for the group.

1. Courses guide students, whether in individual or group settings, *to* acquire foundational skills to engage in the creative process and/or in interpretive performance.
2. Through direct experience (for example, attendance and involvement with live performance, exhibitions, workshops, and readings), they will engage in critical assessment of their own work and the work of others.

## v. Student Learning Goals

Briefly explain how this course will meet the applicable learning goals.

1. Express themselves in the making of an original work or creative performance.
2. Understand the genres and/or forms that have shaped the medium.
3. Critique the quality of their own work and that of others.

## VI. Assessment

A. How are the learning goals for the General Education Group measured?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the **General Education** learning goals. (See [Example](http://www.umt.edu/facultysenate/committees/gened/GE_Review/Assessment%20report%20for%20PHL110.docx)) Please attach or provide a web link to relevant assessment materials.

1. Express themselves in the making of an original work or creative performance.

2. Understand the genres and/or forms that have shaped the medium.
3. Critique the quality of their own work and that of others.

**General Education Assessment Report. Items B-D.** If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

### b. Achievement Targets

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

### c. Assessment Findings

**What were the results/findings, and what is your interpretation/analysis of the data?** Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.

### D. Assessment Feedback

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

## VII. Syllabus and Submission

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221, faculty.senate@mso.umt.edu. The learning goals for the Expressive Arts Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.