

**Minutes**  
General Education Requirements Committee  
State Discipline Group Reps and UCC Executive Committee  
Tuesday 11 September 2018  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:30 pm

Attendance: Jim Skidmore, Erika Fulton (for Katy Kole de Peralta), Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Paul Cady

**Telecom:** none  
Ex-officio: Joanne Tokle, Susanne Forrest, Mark Cooper (ITRC), Catherine Read  
Excused: Leonid Hanin, Matt Wilson; Susan Belliston (UCC Chair)  
Absent: Mikel Cosens; Sarah Mead  
Guests: none

1. Welcome and Introductions
  - a. New members were encouraged to acquaint themselves with bylaw definitions of GERC's responsibilities.
  - b. In spite of recent emphasis on initiating gen ed assessment program, GERC's intended purview extends to broader elements of the gen ed program.
  - c. Meetings will be held when warranted by committee business.
2. Minutes: None, all for 2017-2018 were approved last Spring.
3. Announcements
  - a. The finalized list of common general education courses has been approved by IRSA. Schools offering these courses are currently aligning numbers and names to state standards (see below). Schools not offering equivalent courses are under no obligation to do so. Going forward, common courses may not be removed from the gen ed curriculum or catalog without prior state approval.
  - b. ISU has received \$25K from SBOE to support adoption of Open Educational Resources (OER) in general education courses. Distribution of this funding is organized through college Deans.
  - c. At the upcoming statewide Gen Ed Summit (9/20-9/21) discipline groups will take stock of current delivery of common general education courses using OER, and address routes to broader adoption. Members broadly agreed that using OER is desirable given high textbook costs, but noted that faculty may not be appropriately credited for creation and implementation of OER.
  - d. Statewide Gen Ed Summit will also address alignment of CLEP and AP credit articulation across the state.
4. Approaching GERC due dates:
  - a. **September 20, 2018** – all new Gen Ed course proposals/assessment plans. Some courses are expected to submit proposals or plans as part of common numbering initiative (see below).
  - b. **October 1, 2018** – reminder to department chairs that Objectives 3 and 4 are up for 5-Year Review this Spring, with departmental 5-year reports due **January 7, 2019** and ORC reports due **April 1, 2019**.
  - c. **November 1, 2018** – annual Gen Ed Course Assessment Reports – one report per Gen Ed course. Some Departments will pilot Watermark software instead of using Qualtrics survey.

5. New Gen Ed Course Proposal/Assessment Plans for GERC's review/approval:

a. [MUSC 1105 Survey of Rock Music](#) (prefix may change to MUSI)

- i. Some members raised concerns that the proposal's treatment of Learning Outcome 7 did not define a demonstrable course outcome aligned with the original Objective outcome language, but instead listed prospective assignments. Others noted that in the past the committee had been satisfied to accept proposals with sample assignments suitable to demonstrate the SBOE-defined outcomes on their own broad terms.
- ii. There was extensive discussion stemming from the proposal's inclusion of an "internet research paper" among the proposed assignments. Such assignments illustrate a tension running throughout the general education program: while each student's curriculum should ideally include rich activities like long-form writing, it should also be accessible to students whose writing skills are still developing, and who may not yet have completed ENGL 1101. Several approaches to this problem were discussed:
  - Invite English prerequisites in appropriate courses, just as sciences require math pre-reqs.
  - Encourage departments to formally recommend but not require English preparation when applicable.
  - Scale back writing assignments to simpler exercises where possible.

Addition of English pre-reqs would allow classes to build more efficiently on learned skills instead of jeopardizing student success or requiring repetition of instruction, but would exclude beginning students. Discouraging writing assignments could improve access but weaken the overall program. **The consensus was to revisit this question at greater length in the future.**

- iii. Motion to approve course and assessment plan.  
**Approved (7-0-0)**

6. [Assembling Objective Review Committees \(ORCs\)](#) for Objectives 3 and 4

- a. Participating departments to receive reminders in October.
- b. Chair assignments from GERC to be finalized in October.
- c. Better to have a chair inside or outside ORC discipline? Undecided.

7. GERC concerns for statewide Gen Ed Committee and Objective Discipline Groups

- a. Gen Ed Summit Sept 20 & 21 in Boise – [draft agenda](#)
- b. [SBOE Common Course List](#) – numbering/title/GEM designation
- c. Do CLEP and AP tests assess the defining learning outcomes of each objective? Is it a problem if they don't, given that they may be more rigorous than many dual credit offerings of the same courses?
- d. Disparity of dual credit instructor qualifications across colleges is an ongoing concern.
- e. Discipline reps should bring concerns about learning outcomes to the meeting – have they proven suitable for assessment, and do they identify core elements of the subject area as intended?
- f. GERC Chair will meet separately with discipline reps prior to the meeting.

8. Issues regarding [UCC's Common Course Numbering Mass Proposal](#) for catalog changes

- a. Mass proposal deals with all courses requiring only name and numbering changes to accommodate new common course list. Currently out for impacts.
- b. Consensus to conditionally approve proposal, with the expectation of assessment plans for math courses moving into gen ed program according to state mandate:

MATH 1143 College Algebra – Objective 3  
MATH 1147 College Algebra and Trigonometry – Objective 3

c. Related proposals expected for new gen ed courses:

ANTH 1101/1101L Biological Anthropology (formerly ANTH 2230) – Objective 5  
ANTH 1102 Cultural Anthropology (formerly ANTH 2250) – Objective 6  
Possibly BIOL 2227 Human Anatomy and Physiology I ? – Objective 5

d. Any other issues or concerns: None.

9. Other Business: None

10. Adjourned at 4:30

Approved by GERC:	September 25, 2018
Accepted by UCC:	September 27, 2018
Accepted by Academic Affairs:	October 5, 2018

**Minutes**  
General Education Requirements Committee  
State Discipline Group Reps and UCC Executive Committee  
Tuesday 25 September 2018  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:30 p.m.

Attendance: Jim Skidmore, Erika Fulton (for Katy Kole de Peralta), Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Leonid Hanin, Matt Wilson, Paul Cady

**Telecom:** none

Ex-officio: Joanne Tokle, Sarah Mead, Mark Cooper (ITRC), Geoffrey Bennett (UCC Vice Chair), Susanne Forrest, Catherine Read

Excused: none

Absent: Mikel Cosens;

Guests: none

1. Announcements

None.

2. Minutes for [September 11, 2018](#)

Approved without objection.

3. Reminder of upcoming GERC due dates:

- a. **September 20, 2018** – all new Gen Ed course proposals/assessment plans
- b. **October 1, 2018** – reminder to department chairs that Objectives 3 and 4 are due for 5-Year Review this January
- c. **November 1, 2018** – annual Gen Ed Course Assessment Reports – one report per Gen Ed course
- d. **January 7, 2019** – 5-Year Reports for Objective 3 and Objective 4 courses
- e. **January 8, 2019** – appoint GERC members to chair the Objective Review Committees for Obj 3 & 4
- f. **April 1, 2019** – Objective Review Committee (ORC) Reports

4. Report from Sept 20-21 Statewide Gen Ed Summit in Boise

- a. Use of affordable and/or open resources in common general education courses may or may not become a mandate. State will award additional resources to support this goal.
- b. All institutions must accept a score of 3 for AP credit, but alignment with specific courses has not yet been standardized.
- c. Obj 4 group discussed the alignment of language courses with the competencies of the objective, but will take a wait-and-see approach pending assessment.
- d. Obj 6 group recommended to amend III.N policy by requiring courses to satisfy all 5 learning outcomes rather than 4 of 5.
- e. Obj 5 group still objects to the inclusion of ANTH 101 (not common) CHEM 102 (redundant with its own prerequisite), and PHYS 112 (redundant with its own prerequisite) in the common course list.
- f. State GEM committee wants to recognize teaching in gen ed with one annual statewide award in each objective. Nominations will originate from each institution; the evaluation process is not yet determined.
- g. The provost welcomes input, anonymous or otherwise, on the format and usefulness of the meeting.

5. New Gen Ed Course Proposal/Assessment Plans for GERC's review/approval:

a. [ANTH 1101 & 1101L Biological Anthropology + Lab](#) -- Objective 5

- i. It was noted that current state policy would force ISU to reassign the course number ANTH 1101 from Elementary Shoshoni I, contrary to regular ISU policy. A UCC proposal has been submitted.
- ii. The status of this course remains somewhat uncertain: it was added by the state to the common list for Scientific Ways of Knowing despite being categorized as such at only one institution, and remains a subject of dispute by the sciences group. The state's policy affects the context of the course's evaluation.
- iii. CoSE GERC rep will contact Biology for input regarding possible overlap with BIOL 1100 and 1101. It was moved and seconded that the course be conditionally approved, contingent on favorable response from other impacted departments. The motion was withdrawn and the subject **tabled** pending additional input.

b. [ANTH 1102 Cultural Anthropology](#) – Objective 6

- i. It was noted that current state policy would force ISU to reassign the course number ANTH 1101 from Elementary Shoshoni II, contrary to regular ISU policy. A UCC proposal has been submitted.
- ii. Some members expressed concerns that the assessment plan doesn't appear to distinguish achievement of individual outcomes, but instead considers all outcomes satisfied if a threshold of students earn C grades or better. Outcomes should be treated individually to provide guidance for specific course modifications.
- iii. Motion to approve course only (not assessment plan).  
**Approved (9-0-0)**

c. [HIST 1101 & 1102 World History I and II](#) – Objective 6

- i. It was noted that state policy forces ISU to reassign the course number HIST 1101 from Foundations of Europe and HIST 1102 from Modern Europe, contrary to regular ISU policy. A UCC proposal is in development.
- ii. Motion to approve both courses and assessment plans.  
**Approved (8-0-1)**

6. Impact Request: **GLBL 2203** (Obj. 6) Title and description change – [UCC Proposal #xx](#)

- a. New description: "This course will investigate how international organizations resolve conflicts and promote cooperation among countries. Students will take a behind the scene look at international organizations such as the United Nations, NATO, World Bank, WTO, OPEC, etc. We will explore their impacts on peace, human rights, trade, and development via current events. Partially satisfies Objective 6 of the General Education Requirements. F, S, Su"
- b. The changes are intended to more accurately reflect course content, and do not correlate to substantive changes to the course.
- c. There was some discussion of the appropriateness of the new wording: how exactly does this course go "behind the scene?"
- d. Concerns were raised that the course sounds inappropriately biased in favor of cooperative approaches to international relations, which arise from one philosophical viewpoint on the subject. On the other hand, is

it possible to meaningfully discuss these organizations outside the assumptions on which their existence and purpose is predicated? If not, are they a subject too narrow to be an appropriate gen ed course? The cooperative perspective does not represent a change relative to the prior wording of the description. Is it appropriate for GERC to reevaluate the content of courses as they undergo cosmetic changes?

- e. Motion to defer to the chair's discretion to render impact statements on title and description changes that reflect no changes in course content.

**Approved (6-1-2)**

- 7. [UCC's Common Course Numbering Mass Proposal](#) for catalog changes is awaiting Associate Registrar's Student Information Systems (SIS) impact response.

- a. Still need Gen Ed Proposals/Assessment Plans for:  
MATH 1143 College Algebra – Objective 3  
MATH 1147 College Algebra and Trigonometry – Objective 3  
Possibly BIOL 2227 Human Anatomy and Physiology I ? – Objective 5
- b. GERC awaits final proposal for review.

#### 8. Other Business

- a. The Department of Mathematics and Statistics has created an internal general education committee.
- b. The Provost suggests consideration of the GERC representation of the Division of Health Sciences, which was recently reorganized into four colleges. This suggests an increase in GERC representation might be appropriate to align with other ISU colleges, but one Health Sciences position remains unfilled and corresponding departments participate in the gen ed program primarily as end users rather than by offering courses. Subject will be revisited at a later date.

#### 8. Adjourned at 4:15 p.m.

Approved by GERC:                      October 9, 2018  
Accepted by UCC:                        November 1, 2018  
Accepted by Academic Affairs:        November 16, 2018

**Minutes**  
General Education Requirements Committee  
Tuesday 9 October 2018  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:00 p.m.

Attendance: Jim Skidmore, Erika Fulton (for Katy Kole de Peralta), Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Leonid Hanin, Matt Wilson, Paul Cady

**Telecom:** none  
Ex-officio: Joanne Tokle, Sarah Mead, Susanne Forrest,  
Excused: Mark Cooper (ITRC), Catherine Read  
Absent: Mikel Cosens  
Guests: none

1. Announcements

- a. The Chair approved content neutral title and description changes for GBLB 2203 and ACAD 1111. The committee discussed whether and how GERC should intervene when objections are raised about existing gen ed courses.
  - i. There was broad consensus that it is appropriate for GERC to respond to these concerns, and that the committee could rightfully do so on an ad hoc basis in extraordinary situations.
  - ii. GERC's more typical role is to ensure that as a gen ed course evolves over time it remains true to its original role in the program. This evaluation should already occur in a systematic way as part of the 5-year objective review cycle, and this is generally the preferable context in which to review courses. It may be useful for GERC to invite input from departments outside each reviewed objective to make sure that all voices are represented during this process.
- b. The Chair will send reminders this week to department chairs that **Objectives 3 and 4** are due for 5-Year Review this January and faculty representatives will be needed to serve on those Objective Review Committees.

2. Reminder of upcoming GERC due dates:

- a. **November 1, 2018** – annual Gen Ed Course Assessment Reports – one report per Gen Ed course

3. Minutes for September 25, 2018

**Approved without objection.**

4. Unfinished Business:

- a. [ANTH 1101 & 1101L Biological Anthropology + Lab](#) -- Objective 5:
  - i. Proposal: Change existing course **ANTH 2230 Introduction to Biological Anthropology** into **ANTH 1101 Biological Anthropology** and **ANTH 1101L Biological Anthropology Lab** in accordance with State Gen Ed Common Course Numbering mandate, which also places this course into Objective 5: Scientific Ways of Knowing. The State's mandate forces ISU to **reassign course number ANTH 1101** from Elementary Shoshoni I and to eliminate the cross-referencing with SHOS 1101. Corresponding [UCC Proposal #13](#) has been submitted to UCC for consideration.
  - ii. The Biology department reported no objections to the alignment of the proposed ANTH 1101 course with Objective 5, but raised concerns that its content overlapped considerably with gen

ed courses BIOL 1101 and BIOL 1100. The position of both departments is that the overlap would not justify cross-listing, and that requiring students to take one life science and one physical science to satisfy Objective 5 (as opposed to any two courses) would be a desirable way to prevent repetition of similar course material.

- iii. The suggested division of Objective 5 is common, and was once the policy at ISU. Its implementation would be complicated by state jurisdiction over the GEM objectives, and by transfer considerations. It would add one class to the curriculum of most engineers and some physical science majors who currently satisfy Objective 5 with two physical science courses. The registration system supports several mechanisms for equivalency or mutual exclusion that could limit or discourage students' enrollment in similar courses.
- iv. Several options were considered:
  - Approving the course on the condition that ANTH 1101 is included in the final statewide common course list.
  - Approving the course on the condition that a provision for equivalency or mutual exclusion in the registration system prevent students from satisfying Objective 5 with ANTH 1101 and a biology class.
  - Deferring GERC's decision to collect more input and compile a list of pros and cons for inclusion of ANTH 1101 in Objective 5.
- v. Motion to approve the categorization of Biological Anthropology ANTH 1101/1101L in Objective 5, with the understanding that GERC may revisit options to ensure breadth in each student's Objective 5 experience pending further developments in the curricula of the courses in question.  
**Approved (7-1-0)**
- vi. The assessment plan for ANTH 1101 was not approved, and the department will be directed by the Chair to suggested revisions on the shared document.

b. [ANTH 1102 Cultural Anthropology](#) – Objective 6

No action pending previously requested revisions by department.

c. Still need Gen Ed Proposals/Assessment Plans for:

MATH 1143 College Algebra – Objective 3

MATH 1147 College Algebra and Trigonometry – Objective 3

Possibly BIOL 2227 Human Anatomy and Physiology I ? – Objective 5

No action pending receipt of plans.

- d. Review GERC membership representation in light of the new Colleges recently created in Health Sciences and decide whether changes are warranted, which would entail changing GERC's Bylaws. Possible options: could assign one member to represent two Colleges, or one from each College, or...? Faculty workload/availability and small number of Health Science Gen Ed courses are factors to take into account.

No action pending input from Health Sciences faculty.

5. [UCC's Common Course Numbering Mass Proposal](#) for catalog changes.

- a. Proposal awaits Associate Registrar's Student Information Systems (SIS) impact response. The Biology department is working with the Associate Registrar on a proposal for new Anatomy & Physiology gen ed courses. How that proposal is written could affect the mass proposal.



- b. No GERC action pending possible changes from Biology and official State Board approval of common course list (anticipated at Oct. 17-18 board meeting).
- 6. Appointing GERC representatives to upcoming objective review committees for Objectives 3 and 4.
  - a. Consensus was that the ideal chair for an Objective Review Committee would come from outside the disciplines under review, but have a sufficient working knowledge of the field to fully participate in the committee work. It was noted that the ORC chair has wide latitude to delegate responsibilities among the group rather than personally reviewing all courses.
  - b. Jim Skidmore and Spencer Jardine tentatively expressed willingness to chair the Objective 3 and 4 committees, respectively, with assignments to be finalized at the next meeting.
- 7. Other Business – None
- 8. Adjourned at 4:00 p.m.

Approved by GERC:	October 23, 2018
Accepted by UCC:	November 1, 2018
Accepted by Academic Affairs:	November 16, 2018

**Minutes**  
General Education Requirements Committee  
Tuesday 23 October 2018  
**Academic Affairs Conference Room ADMIN 102**  
2:30-3:30 p.m.

Attendance: Jim Skidmore, Erika Fulton (for Katy Kole de Peralta), Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Leonid Hanin, Matt Wilson, Paul Cady  
Ex-officio: Joanne Tokle, Sarah Mead, Mark Cooper (ITRC), JoAnn Hertz (for Susanne Forrest), Geoffrey Bennett (UCC), Catherine Read  
Absent: Mikel Cosens  
Guests: none

1. Announcements

State Board approved Common Course Numbering policy. The specific list of courses is still pending for December but not expected to change.

2. Minutes for October 9, 2018 -- **Approved without objection.**

3. Reminder of upcoming GERC due dates:

- a. **November 1, 2018** – annual Gen Ed Course Assessment Reports – one report per Gen Ed course

4. Unfinished Business:

- a. Assessment Plan for [ANTH 1101 & 1101L Biological Anthropology + Lab](#) -- Objective 5

- b. Assessment Plan for [ANTH 1102 Cultural Anthropology](#) – Objective 6

- c. Still need Gen Ed Proposals/Assessment Plans for:

MATH 1143 College Algebra – Objective 3

MATH 1147 College Algebra and Trigonometry – Objective 3

No action, awaiting receipt of modified plans.

- d. Review GERC membership representation in light of the new Colleges recently created in Health Sciences and decide whether changes are warranted, which would entail changing GERC's Bylaws. Possible options: could assign one member to represent two Colleges, or one from each College, or...? Faculty workload/availability and small number of Health Science Gen Ed courses are factors to take into account.

No action, awaiting pending input from division. This issue has bearing on other committees and thus relates to larger discussion within the division.

5. [UCC's Common Course Numbering Mass Proposal](#) for catalog changes is still awaiting Associate Registrar's Student Information Systems (SIS) impact response. The Biology department is working with the Associate Registrar on a proposal for new Anatomy & Physiology gen ed courses. How that proposal is written could affect this mass proposal, so this one will sit for a little while longer.

Expect final version at next meeting.

6. Appointing GERC representatives to upcoming objective review committees for Objectives 3 and 4  
Tentative volunteers from last meeting – finalize selection:

- a. Objective 3

There was a consensus that it would not be ideal for the GERC chair to also chair an ORC, as a person in both roles would have disproportionate influence on consideration of any recommendations proceeding from the ORC to subsequent action by GERC.

Motion to appoint Paul Cady as Objective 3 ORC chair.

**Approved unanimously.**

b. Objective 4

Motion to appoint Spencer Jardine as Objective 4 ORC chair.

**Approved unanimously.**

7. Other Business

- a. [BIOL 2227, 2227L and BIOL 2228, 2228L](#) – new Anatomy & Physiology courses for GEM/Obj. 5 being proposed in response to SBOE’s Common Course Numbering mandate

There is no GERC proposal for this course yet, and GERC requests that one be submitted. Although the state believes this to be a general education course, it will set important precedent for Biology to demonstrate which aspects of the curriculum meet the learning objectives. Committee members are encouraged to read the impact statements and responses in the proposal in preparation to consider the course at the next meeting.

- b. [MGT 1105 Entrepreneurship and Civilization](#) – potential new course for Objective 6, with [syllabus](#) Gen Ed proposal not yet signed by Chair and Dean, nor has a UCC proposal been completed for creating this new course in the catalog, but GERC may wish to consider whether this course would be suitable for Objective 6 as proposed.

There was broad consensus that the course would be valuable for general education students, but opinions were mixed on its suitability for Objective 6. Outcomes 1 and 3 and the state’s “Ways of Knowing” language appear to require a substantial emphasis on theories and methods of the social sciences as opposed to just the perspectives derived from them, but general education language also emphasizes the usefulness of courses to students in their lives. Various members either supported the proposal as-is for its value in advancing entrepreneurship, suggested modifications to the assessment instruments to better fit Objective 6, or suggested critical thinking Objective 7 might be an easier fit for the apparent course content. Members were encouraged to continue discussion by posting comments in the document.

8. Adjourned at 3:30 p.m.

Approved by GERC: November 27, 2018

Accepted by UCC: November 29, 2018

Accepted by Academic Affairs: December 12, 2018

**Minutes**  
General Education Requirements Committee  
Tuesday 27 November 2018  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:20 p.m.

Attendance: Jim Skidmore, Erika Fulton (for Katy Kole de Peralta), Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Leonid Hanin, Matt Wilson, Paul Cady  
Ex-officio: Joanne Tokle, Sarah Mead, Mark Cooper (ITRC), Susanne Forrest, Catherine Read  
Absent: Mikel Cosens; Geoffrey Bennett (UCC)  
Guests: none

1. Announcements

Joanne Tokle is temporarily leaving the AVP post in Academic Affairs to join the administration of the College of Business, and will be replaced by Alan Frantz. Once a new Dean is hired for the College of Business, Joanne will return to her current position in Academic Affairs. GERC thanks Joanne for her service and wishes her the best in her new role.

2. Minutes for October 23, 2018

**Approved without objection.**

3. Reminder of GERC due dates:

- a. **November 1, 2018** – annual Gen Ed Course Assessment Reports – one report per Gen Ed course
- b. **January 7, 2018** – 5-Year Reports due and departmental ORC representatives appointed for Objectives 3 and 4.

Appropriate department chairs should be issued a reminder before the end of the term.

4. Unfinished Business:

- a. Assessment Plan for [ANTH ~~101~~ 2230 & ~~101L~~ 2230L Biological Anthropology + Lab](#) -- Objective 5

The SBOE modified the common course list to replace ANTH 101 Biological Anthropology in Objective 5 with ANTH 101 Physical Anthropology in Objective 6. GERC previously approved ANTH 1101 Biological Anthropology for Objective 5, and Anthropology's preference is to retain the original number of this course and offer it in Objective 5. Because ISU has no Objective 6 Physical Anthropology course on the books, state policy indicates that we need not offer one, although the transfer articulation alignment across introductory ANTH courses is mixed and in some cases might cause complications. Ideally, institutions across the state should standardize Biological Anthropology courses under a common number and objective.

Motion to affirm prior approval of Biological Anthropology for Objective 5 under its current number ANTH 2230.

**Approved unanimously.**

No action taken on the assessment plan, which still needs a few modifications to align more closely with Objective 5 outcomes.

- b. Assessment Plan for [ANTH 1102 Cultural Anthropology](#) – Objective 6

Action deferred pending receipt of a modified assessment plan. Revision requests are included on the previous plan as comments.

- c. UCC Proposal for [BIOL 2227, 2227L and BIOL 2228, 2228L](#) – new Anatomy & Physiology courses for GEM/Obj. 5 being proposed in response to SBOE's Common Course Numbering mandate.

No gen ed proposal or assessment plan has been submitted for GERC review. Approval of these courses by UCC

seems to make GERC consideration moot, as the state common course list mandates that BIOL 2227 satisfy Scientific Ways of Knowing. Can GERC object to the scheduling of a course that is in the catalog? GERC's role at this juncture is unclear, but a proposal – chiefly an assessment plan showing alignment with Objective 5 outcomes – is required for any action.

The math placement requirement for this course raises issues of when prerequisites are appropriate for general education courses, as they can serve either as gatekeeping that disadvantages some students or as useful guidance for students unlikely to succeed in the course. GERC should revisit this general question when time permits.

- d. [Revised proposal MGT 1105 Entrepreneurship and Civilization](#) – potential new course for Objective 6. UCC approved this new course for inclusion in the 2019-20 catalog, but not yet as a Gen Ed course.

An updated proposal was received, but not in time for consideration at this meeting. Google Doc comments pose accessibility challenges, and comments on previous proposal should be forwarded as an email to Neil Tocher, the GERC rep for this proposal.

- e. [UCC's Common Course Numbering Mass Proposal](#) for catalog changes to Gen Ed Program. Last-minute changes to the [SBOE's Common Course List](#) has necessitated changes to ANTH and BIOL courses in Objective 5, and to the title for MATH 1153 in Objective 3. This proposal does NOT include MGT 1105, which UCC approved as a new course, but GERC has not yet approved for the Gen Ed Program.

Motion to approve the removal of GEOL 1110 from the gen ed curriculum.

**Approved unanimously.**

GERC will consider the Mass proposal after general education proposals are received for MATH 1143, MATH 1147, and BIOL 2227. Because these classes are already recognized by the state as gen ed courses, GERC primarily needs assessment plans to verify that assessment instruments align with outcomes. GERC is still awaiting submission of assessment plans for all PHYS gen ed courses as well.

- f. GERC Bylaws changes coming next semester in light of new Faculty Constitution, which is on SBOE's agenda for December. GERC and UCC will become subcommittees of Faculty Senate once again, and GERC's Minutes and recommendations will require that additional layer of acceptance before being sent to Academic Affairs for acceptance and implementation. New health science colleges may or may not need additional representation on GERC.

## 5. Other Business

- a. Annual Gen Ed Assessment Reports have been submitted for review. When will GERC next meet?

Due to potential schedule conflicts during Finals week, GERC will not meet again until January 8<sup>th</sup>.

- b. The common course renumbering proposal adds MATH 1153P and 1123P to the general education list. P courses replace remedial prerequisites with supplementary instruction, adding an additional weekly meeting and credit to the course. In principle course outcomes should not change, but Math faculty were divided on the validity of using the P approach to build the mathematical sophistication required for MATH 1123. Apart from exceptional circumstances, credit differences are not relevant to gen ed requirements

Motion to establish policy approving for general education without individual consideration all P, H and other modified versions of existing gen ed courses that retain the same course outcomes as the approved version of the course.

**Approved unanimously**, with emphasis that the outcomes must truly be the same.

## 6. Adjourned 4:20

Approved by GERC: December 3, 2018

Accepted by UCC: December 6, 2018 via email vote

Accepted by Academic Affairs: December 12, 2018

**Unofficial Meeting Notes**  
General Education Requirements Committee  
Tuesday 8 January 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-3:30 p.m.

Attendance: Jim Skidmore, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Matt Wilson, Ex-officio:  
Alan Frantz (for Joanne Togle), Sarah Mead, Susanne Forrest, Catherine Read  
Excused: Katy Kole de Peralta, Leonid Hanin; Mark Cooper (ITRC)  
Absent: Neil Tocher, Mikel Cosens, Paul Cady; Geoffrey Bennett (UCC)  
Guests: none

1. Announcements

- a. Catherine's office has been moved.
- b. GERC will vote on the common course omnibus proposal by email so that the registrar can move forward with catalog changes. The motion under consideration will include a caveat that several courses being added to the catalog are still obligated to submit assessment plans to GERC.
- c. GERC by-laws are scheduled for review this year. The restructuring of faculty councils under the newly approved faculty constitution could necessitate modifications.
- d. GERC has received from Vince Miller the data dump spreadsheet containing all 2017-2018 assessment reporting. Andy will organize this into a tabbed spreadsheet for review like last year.
- e. The Objective 3 ORC has formed with representatives from all departments. The Objective 4 ORC is still awaiting a couple last members. Departmental 5 year reports should be forwarded to these committees as received so that they can begin their work.
- f. One possible piece of future business is to reevaluate Objectives 7, 8, and 9 to see if they could better accommodate valuable courses that fall outside of current definitions. Disrupting the existing objectives would disrespect considerable effort expended on the courses currently offered. Credits cannot be added, but an additional category could be added to the options amongst which students select two classes. Categories at other institutions might be useful inspiration.

2. Minutes – none, all have been approved.

3. Reminder of GERC due dates:

- a. **January 7, 2018** – 5-Year Reports due and departmental ORC representatives appointed for Objectives 3 and 4.

4. Lacking a Quorum, no business was considered.

ii. ORC Objective 4: Spencer Jardine

6. Adjourned 3:30

Unofficial Meeting Notes – No quorum, nor business voted upon, so GERC decided not to approve nor forward these Notes.

**Minutes**  
General Education Requirements Committee  
Tuesday 22 January 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:15 p.m.

Attendance: Jim Skidmore, Katy Kole de Peralta, Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Turner Laquer (for Leonid Hanin), Matt Wilson, Paul Cady  
Ex-officio: Alan Frantz (for Joanne Tokle), Mark Cooper (ITRC), Geoffrey Bennett (UCC), Susanne Forrest  
Excused: Catherine Read  
Absent: MiKel Cosens, Sandeep Dhakal; Sarah Mead,  
Guests: none

1. Announcements

Welcome Turner Laquer, representing Math, Physics, and Engineering.

2. “Minutes” for January 8, 2019

Unofficial minutes were shared within group. For lack of a quorum or consideration of business, these will be neither voted upon nor forwarded.

3. Upcoming review of Objectives 3 and 4

- Objective 3 Review Committee: Paul Cady (Chair), Jim Wolper (Math), Teri Peterson (Management), Mike Matussek (TGE), Randy Norton (RCET)
- Objective 4 Review Committee: Spencer Jardine (Chair), Tom Klein (English), Chris Loether (Anthropology), Jonathan Fardy (Art), Shannon Kobs-Nawotniak (Honors), Geoffrey Bennett (TGE), Diana Livingston-Friedley (Music, Theater and Dance?). Language representative(s) still TBA.

4. Updated Gen Ed Proposal/Assessment Plan for [MGT 1105 Entrepreneurship and Civilization](#) – new course proposed for Objective 6. UCC approved this new course for inclusion in the 2019-20 catalog, but not yet as a Gen Ed course. Prior discussion questioned the suitability of this course for Objective 6.

The proposal for MGT 1105 to be included in Objective 6 was withdrawn by the College of Business pending reconsideration of which objective it belongs in. Its advocates have offered to visit GERC to discuss the intent of the class in greater detail.

5. Assessment Plan for [ANTH 1102 Cultural Anthropology](#) – Objective 6

Motion to approve with minor wording changes noted in the shared document.

**Approved (8-0-0).**

6. Assessment Plan for [ANTH ~~1101~~ 2230 & ~~1101L~~ 2230L Biological Anthropology + Lab](#) -- Objective 5

This plan still requires updates from ANTH regarding selected instruments and evaluation structure.

7. [UCC’s Common Course Numbering Mass Proposal](#) for catalog changes to Gen Ed Program. Last-minute changes to the [SBOE’s Common Course List](#) has necessitated changes to ANTH and BIOL courses in Objective 5, and to the title for MATH 1153 in Objective 3. Previously tabled pending receipt and approval of assessment plans for ANTH and BIOL courses.

Motion to approve catalog changes described in the omnibus proposal, with the stipulation that all courses lacking approved assessment plans must submit them to GERC by April 5<sup>th</sup>.

**Approved (7-0-1).**

8. GERC bylaws review are due for a 3 year review:
  - a. Health sciences is considering the need for additional representation, but one existing seat is effectively vacant at present.
  - b. The ASISU representative has very rarely attended GERC meetings, and this position could be moved to non-voting status.
  - c. The quorum minimum could also be redefined downwards to 5 to preserve voting positions that are rarely occupied and avoid quorum failure.
  - d. The current by-laws could allow abuse by the chair. Instead of the chair “setting” the agendas they should “propose agendas n working days in advance of each meeting” with, the first business of each meeting being approval of the agenda.
  - e. Procedures already described by Robert’s Rules (such as the voting rights of the chair) need not be reiterated in the bylaws.
  - f. Jim will distribute a draft of revised bylaws to be voted on at the next meeting.

9. Review of Assessment Reports

- a. A tabbed spreadsheet of report input is available for review.
- b. Preliminary review should identify areas requiring GERC action: missing reports, requests for review of new assessment procedures, deviation from approved plans.
- c. Objectives will be divided among members for review according to prior practice:
  - 1, 2, 4 – Jim/Matt
  - 3, 5 – Andy, Turner
  - 6, 7 – Katy, Paul, Neil
  - 8, 9 – Shu-Yuan, Spencer

10. Review/Modification of Objectives 7, 8, and 9

- a. Courses emphasizing practical life skills (health and wellness, personal finance) have been rejected by GERC or assigned to objectives that they fit awkwardly. Credits cannot be added and disrupting current class offerings is undesirable, but an additional category (Objective 10) could be added to the options amongst which students select two classes.
- b. Considerations:
  - i. What is general education, and how should any new category reflect that definition?  
Idaho includes a discussion of this in policy III.n. Ideally, ISU’s gen ed offerings should align with curricula of incoming and outgoing transfer students.
  - ii. What category title and learning outcomes would tie together new course options?
  - iii. A survey of current practices at nearby and peer institutions would help inform discussions.
  - iv. ISU faculty input could help assess the need for an additional objective and identify possible drawbacks.
- c. Jim will compile a summary of current policy elsewhere as a starting point for discussion.

11. Adjourn: 4:15 p.m.

Approved by GERC: February 12, 2019  
Accepted by UCC: March 14, 2019  
Accepted by Academic Affairs: August 2, 2019



**Minutes**  
General Education Requirements Committee  
Tuesday 12 February 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:30 p.m.

Attendance: Jim Skidmore, Katy Kole de Peralta, Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Turner Laquer (for Leonid Hanin), Matt Wilson, Paul Cady, Sandeep Dhakal  
Ex-officio: Sarah Mead, Geoffrey Bennett (UCC), Susanne Forrest, Catherine Read  
Excused: MiKel Cosens; Alan Frantz (for Joanne Tokle), Mark Cooper (ITRC)  
Guests: Ann Hackert (Program Review & Assessment)

1. Announcements

- a. The Philosophy program in the English and Philosophy Department would to seat like their own representative in addition to the English representative on the Objective 4 Review Committee. GERC policy dictates each ORC should include one member per represented department (not per program). The general consensus was that additional input would be welcome, but that in some circumstances program-based representation could significantly distort ORC votes. There were no objections to allowing additional members to contribute, and allowing full members of the ORC under current policy to determine for themselves the voting rights of any additional members.
- b. Welcome to Anne Hackert, Special Assistant to Academic Affairs: Program Review and Assessment.
- c. Welcome to Sandeep Dhakal, ASISU Representative (CoSE).

2. Minutes – January 22, 2019

**Approved without objection.**

3. Report from Academic Affairs

An online proposal submission system for SBEO is currently in review. IRSA may yet change proposal format. Three-year plans are due from colleges to the SBOE by March 15 for approval in August and potential implementation as program changes in 2020.

4. Assessment Plan for [ANTH 2230 & 2230L Biological Anthropology + Lab](#) -- Objective 5

No changes to review.

5. GERC bylaws review ([draft of potential changes](#))

- a. Health sciences representation remains a concern, with four colleges currently represented by two seats. Should those be apportioned specifically among those colleges, or should the number be increased? All of Health Sciences has a comparable number of faculty to the College of Arts and Letters. Representation could be increased by adding non-voting members, as information distribution to separate colleges is a key concern. No consensus changes at this time, but this subject may be revisited after current review.
- b. Should the bylaws include policy for removal of members? Current language about voting members being “elected by the faculty” encompasses the possibility of recall by the unit in question under its own policies. Units are also expected to select members that are able to routinely attend meetings.
- c. Are stated preferences for chair experience necessary and appropriate? Previous officers have served without tenure or UCC experience, and GERC experience is implicit for any candidate. The current language is inclusive and may be useful guidance to future candidates.

- d. The document flow for GERC minutes was updated to match the Faculty Senate template. GERC continues to report to UCC.
- e. There were no objections to reducing quorum definition to 5/11 to accommodate frequently vacant positions.
- f. The universal right of the chair to vote was made explicit to avoid confusion on this subject.

**Moved to approve amended bylaws.**

**Moved to table.**

**Motion to table approved 7-0-1.**

- 6. Review of annual assessment reports ([spreadsheet of reports](#) tabbed by Objective)
  - a. Objective 1: Some text descriptions of ENGL courses do not appear to match the numerical findings.
  - b. General issues: Should GERC recommend a common policy with respect to which students are included in assessment data? Current practice does not consistently distinguish among passing students, attending students, and enrolled students, all of whom have different significance to the effectiveness of the general education program.
- 7. Adjourned at 4:30 p.m.

Approved by GERC: February 26, 2019

Accepted by UCC: March 14, 2019

Accepted by Academic Affairs: August 2, 2019

**Minutes**  
General Education Requirements Committee  
Tuesday 26 February 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:20 p.m.

Attendance: Jim Skidmore, Katy Kole de Peralta, Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Turner Laquer (for Leonid Hanin), Matt Wilson, MiKel Cosens, Paul Cady,  
Ex-officio: Alan Frantz (for Joanne Tokle), Sarah Mead, Catherine Read  
Excused: Sandeep Dhakal; Mark Cooper (ITRC), Geoffrey Bennett (UCC), Susanne Forrest  
Guests: Ann Hackert (Program Review & Assessment)

1. Announcements

Welcome to Mikel Cosens representing nursing.

2. Minutes – February 12, 2019

**Approved without objection.**

3. Report from Academic Affairs

Nothing to report.

4. Report from Program Review & Assessment

Representatives for the Objective 8 courses are meeting with the intent to develop common assessment rubrics. This is part of a broader effort to support faculty development in this area. This effort may be complicated in GEM categories 1-6 by the existence of semi-official statewide rubrics.

5. Assessment Plan for [ANTH ~~4404~~ 2230 & ~~4404L~~ 2230L Biological Anthropology + Lab](#) -- Objective 5

**Moved to approve**, with expectation of modifications to specific questions and sampling procedures as noted in the document.

**Approved unanimously.**

6. GERC bylaws review ([draft of potential changes](#)) – ready for approval?

a. Health sciences deans would prefer to have four representatives to represent each of four colleges, which poses a challenge to the balance between full representation of all units and proportionality of representation to faculty, program, and gen ed course count. The consensus view was to leave this unchanged for now pending consideration of the same issue by UCC and faculty senate.

b. The language was modified to reflect that fully approved minutes are made publicly available on the GERC website.

**Moved to approve amended bylaws.**

**Approved 8-0-1.**

7. Review of annual assessment reports ([spreadsheet of reports](#) tabbed by Objective)

a. Obj 2: Missing reporting for this year may have been filed elsewhere.

b. Obj 3: Difficulty gathering assessment info from individual instructors has been noted. This is understandable, as the value of vague statewide outcomes for this objective is less obvious and less readily

assessed than the course-specific outcomes of each class. The annual schedule of outcomes assessed appears not to match the approved plan.

- c. Obj 4: French 1102 has requested review of an updated assessment plan.

It is not clear why some ECP courses are not being assessed. Participation of ECP instructors can be difficult because of staff turnover, timing logistics, and poor incentives, but plans should include these data and departments should strive to collect it.

- d. General: It would be useful to have available a pdf of all the questions on the Qualtrics survey, both for GERC members to make sense of data and would-be reporters to preview the shape of their task.

8. Adjourn 4:20

Approved by GERC: March 26, 2019

Accepted by UCC: March 28, 2019

Accepted by Academic Affairs: August 2, 2019

**Minutes**  
General Education Requirements Committee  
Tuesday 26 March 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:30 p.m.

Attendance: Jim Skidmore, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Turner Laquer (for Leonid Hanin), Matt Wilson, Paul Cady, Sandeep Dhakal  
Ex-officio: Sarah Mead, Susanne Forrest, Catherine Read  
Excused: Neil Tocher, MiKel Cosens; Alan Frantz (for Joanne Tokle), Mark Cooper (ITRC), Ann Hackert (Program Review & Assessment)  
Absent: Katy Kole de Peralta, Geoffrey Bennett (UCC)  
Guests: none

1. Announcements

- a. Jim Skidmore is attending a meeting with the AAUP rep regarding lifting of AAUP sanctions.
- b. UCC has approved new bylaws redefining themselves as a council of the faculty senate.

2. Minutes – February 26, 2019

**Approved without objection.**

3. Report from Academic Affairs

- a. IRSA meeting: Program changes for consideration during the subsequent fall will be addressed by the State Board at their October meeting, so program proposals and their corresponding catalog change proposals (undergraduate and graduate) must be submitted by the end of the previous April for consideration and approval.
- b. The state is adopting language to guarantee all prior learning credit receives equivalent status as credit gained by traditional courses, and this will include GEM subjects. This aligns with recent standardization of GEM credit associated with AP exams.
- c. The state is continuing to encourage OER (open educational resources) adoption in at least one section of GEM courses, with some board members leaning toward the goal that all common course gen eds would use same OER materials.
- d. In alignment with the Complete College America initiative, programs will be expected to encourage students to take 15 credits per semester and (subject to justified exemptions) to require exactly 120 credits for each baccalaureate degree.

4. Report from Program Review & Assessment – *none this week*

Nothing to report.

5. Update on 5-yr. review in progress for Objectives 3 and 4

- a. The Objective 3 group has met, and is currently pulling together an overall report based on input from various departments. They have observed good feedback of assessment results into course changes intended to address identified weaknesses.
- b. Members of the Objective 4 ORC have submitted input to a common Google Doc, which will soon be edited into one master document.

- c. This project highlights the many different levels of assessment, which ideally would more systematically cohere into a unified system: instructor, course, department, program, institution.
6. Nomination/Election of GERC officers for 2019-2020: Chair, Vice Chair, Secretary  
Eligible to serve: Katy Kole de Peralta, Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Paul Cady  
Eligible IF re-elected to GERC for a second term:  
(Turner Laquer is a sabbatical replacement for Leonid Hanin, who is expected to return in fall)
    - a. Spencer Jardine nominated for vice chair.  
**Unanimously approved.**
    - b. Paul Cady nominated for secretary.  
**Unanimously approved.**
    - c. The 2019-2020 GERC chair will be determined at a future meeting.
  7. Review of annual assessment reports ([spreadsheet of reports](#) tabbed by Objective)
    - a. A listing of the original Qualtrics questions was distributed, and will be edited to better align with the summary spreadsheet.
    - b. Some “missing” reports may have been submitted in Aqua instead of Qualtrics.
    - c. Some courses have indicated assessment plan changes warranting GERC review. According to policy, these changes should already be indicated on the publicly available google doc version of the assessment plan in question. This review should be included as a future GERC agenda item.
    - d. The reporting document includes an item inviting suggestions for better learning outcome language, but this does not seem to elicit a response commensurate with the ambient level of frustration with some outcomes. It could be rephrased as an opportunity to simply indicate whether the current outcomes are satisfactory or merit reconsideration.
    - e. A number of reports are filed under the incorrect academic year. The menu for this input should be populated only by the appropriate review period and the one immediately preceding it, and the language of the question should perhaps be clarified.
    - f. Many more reports are missing this year than were missing last year. The chair will follow up with departments after checking for late and Aqua submissions.
    - g. GERC could refuse to consider any business from departments that have outstanding assessment reports.
    - h. The current assessment process lacks a formal mechanism to identify and remedy common problems on an annual basis outside the Objective Review process. Such observations might be reported to the provost’s office by the GERC chair, or through the Special Assistant to Academic Affairs for Program Review and Assessment. Some faculty may be unaware of support available through that office and through Institutional Effectiveness, and would ideally be steered in those directions.
  8. Adjourned at 4:30.

Approved by GERC: April 9, 2019  
Accepted by UCC: May 3, 2019 via email ballot  
Accepted by Academic Affairs: August 2, 2019

**Draft Minutes**  
General Education Requirements Committee  
Tuesday 9 April 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:45 p.m.

Attendance: Jim Skidmore, Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Turner Laquer (for Leonid Hanin), Matt Wilson, Paul Cady  
Ex-officio: Alan Frantz (for Joanne Tokle), Sarah Mead, Mark Cooper (ITRC), Susanne Forrest, Catherine Read  
Excused: Katy Kole de Peralta, MiKel Cosens, Sandeep Dhakal; , Geoffrey Bennett (UCC), Ann Hackert (Program Review & Assessment)  
Guests: none

1. Announcements

Development of a new program for instructional effectiveness is underway, and may be of use to GERC and to those teaching general education courses. This will serve as an approximate analogue to the old Center for Teaching and Learning. (Jim and Ann have been part of planning meetings.)

2. Minutes – [March 26, 2019](#)

**Approved without objection.**

3. Report from Academic Affairs

a. OER grants awarded for developing OER resources:

Obj. 1: ENGL 1101 & 1102 – develop Moodle site and populate with appropriate materials

Obj. 3: MATH 1160 & 1170 – new OER textbook

Identify & adopt OER materials to use – offer one section by Spring 2020:

Obj. 3: MATH 1123

Obj. 4: ART 1100; GERM 1101; SPAN 1101

Obj. 5: CHEM 1101

Obj. 6: ECON 2202; HIST 1101, 1102, 1111 & 1112; POLS 1101

4. Report from Program Review & Assessment

a. ISU is applying for a program offered by NILOA (National Institute for Learning Outcome Assessment) that would bring an assessment coach to campus for a day-long session. This representative could help review loop closing, review the campus-wide data process, and give a national perspective on assessment regimes at ISU and at the state level.

b. Andy's updated list [Qualtrics Gen Ed Assessment Reporting Questions](#)

5. Objective Review Committee [report for Objective 4](#)

a. The Objective 4 group argues that two semesters of language are necessary to reap the full reward of the subject, and that the language, humanities, and arts subcategories within Objective 4 should be dissolved so that students can fulfill the objective with two courses in the same subject. According to the report, those 1101 language courses that have produced data generally have satisfied the gen ed learning outcomes. The proposed change would allow some students to replace the humanities and arts with CLEP credit, and would require state approval.

- b. One alternative for encouraging students to more deeply explore a selected gen ed subject would be to adopt a “flex objective” allowing students to earn some of their institutional gen ed credits from courses in categories they have already satisfied. In many programs there would be pressure to satisfy this objective with program requirements. Students may not value the choice offered by this flexibility.
- c. The ORC noted generally that greater commonality and consistency across departments would be beneficial. The group also identified as a key point the trade-off between practicality and frequency of assessment activities, and noted that some departments may be unrealistically ambitious in their assessment plans.
- d. Feedback on learning outcomes is limited, but more specific statements operationalizing the state’s general outcomes with more assessment-friendly language might be a starting point. Some departments already take this approach.

6. Election of GERC Chair for 2019-2020

Eligible to serve: Katy Kole de Peralta, Neil Tocher, Shu-Yuan Lin, Leonid Hanin

**Katy Kole de Peralta was unanimously elected as 2019-2020 chair.**

7. Discussion of Institutionally-designated Objectives at ISU

- a. Overview of [analogous objectives at Idaho and peer institutions](#).
- b. No comparable schools have a critical thinking or information literacy objective. The goals of these objectives could also be served by requiring students to take courses with these designations outside the general education structure, perhaps including upper division courses more naturally positioned to emphasize and evaluate these skills in more developed contexts.
- c. Cross disciplinary courses and integrative learning are notably absent from ISU’s requirements.
- d. The wellness and personal finance courses that have challenged ISU’s gen ed framework don’t appear to suggest many analogous “applied life skills” classes with which to constitute an objective for them.

8. Adjourned at 4:45.

Approved by GERC: April 23, 2019  
Accepted by UCC: April 25, 2019  
Accepted by Academic Affairs: August 2, 2019



**Minutes**  
General Education Requirements Committee  
Tuesday 23 April 2019  
**Academic Affairs Conference Room ADMIN 102**  
2:30-4:30 p.m.

Attendance: Jim Skidmore, Katy Kole de Peralta, Neil Tocher, Shu-Yuan Lin, Spencer Jardine, Andy Holland, Turner Laquer (for Leonid Hanin), Matt Wilson, Paul Cady,  
Ex-officio: Alan Frantz (for Joanne Tokle), Sarah Mead, Susanne Forrest, Catherine Read  
Excused: MiKel Cosens, Sandeep Dhakal; Mark Cooper (ITRC), Geoffrey Bennett (UCC)  
Guests: Ann Hackert (Program Review & Assessment)

1. Announcements

Nothing new to report.

2. Minutes – [April 9, 2019](#)

**Approved unanimously.**

3. Report from Academic Affairs

No news to report.

4. Report from Program Review & Assessment

NIOLA assessment coaching application was submitted, visit would occur in Fall 2019 if accepted.

5. Objective Review Committee [report for Objective 4](#)

- a. Should GERC issue an opinion on the ORC's suggestion that subcategories be dissolved so that students can satisfy the objective with two languages (or arts, or humanities)? This change would require a change of state policy, and there is no GERC consensus on the subject – encouraging language is widely supported, but doing so at the expense of humanities and arts is not.
- b. Should every BA degree, or perhaps some BA degrees, require a language? This used to be policy, and could be accomplished within any BA's current credit load by shifting elective credits, but students may have other non-program plans for those electives.
- c. Can GERC make recommendations to state regarding high school? This would be another place to encourage language courses.
- d. Recommendations from report should go back through discipline group reps prior to next year's state meeting.

**Objective 4 ORC report was unanimously accepted.**

6. Objective Review Committee [report for Objective 3](#)

- a. How to improve participation rate in assessment and reporting?
  - i. Need to communicate value of assessment to those doing it to encourage broader participation in process.
  - ii. Assessment activities could explicitly be included in the Activity Insight annual evaluation process, although this would also depend on administrators valuing this contribution.
  - iii. Financial support for assessors would help communicate importance and motivate voluntary

participation, but seems unlikely.

- iv. Faculty need better tools to do assessment – currently discouraged by limited guidance and tools.
- b. Outside perspectives would be useful.
- c. Math faculty have repeatedly suggested changes to the learning outcomes to adapt them for easier assessment. They should be encouraged, pending changes, to interpret the current outcomes as the assessment process may necessitate.
- d. One best practice identified by comparisons across Objective 3 courses is that it works better to design questions expressly for assessing specific outcomes, rather than selecting questions from among questions written for other purposes. Program for instructional effectiveness will be trying to share best practices next year, but this loop-closing process should be explicit in the ORC guidelines.

Moved: ORC report template should be amended to include identifying best practices under point A: “...Describe any recommended changes *and identify any best practices that should be collected and disseminated.*” (These should be collected and posted on GERC’s website.)

**Unanimously approved.**

- e. Eventual destination of report should be clear – goes to academic affairs with copies and thanks cc’ed to chairs and participants. Forward Math’s recommended outcomes, too.
- f. Learning outcomes should be labeled as such in the course catalog so that students and faculty outside GERC can better translate GERC documentation and requests.

**Objective 3 ORC report was unanimously accepted.**

7. Revised assessment plans for:

a. [FREN 1102](#)

No apparent changes – data input error?

b. CHEM [1100](#), [1101](#), [1102/1103](#), [1111](#), [1112](#)

**Change to assessment frequency were unanimously approved.**

8. Adjourned at 4:30.

Approved by GERC: May 3, 2019 via email vote  
Accepted by UCC: May 3, 2019 via email vote  
Accepted by Academic Affairs: August 2, 2019