

Meeting Minutes

General Education Requirements Committee

Tuesday 2 September 2014

Faculty Senate Conference Room

2:30-4:00 p.m.

Attendance: Jim Skidmore, Teresa Casey, Cathy Peppers (Chair), Karen Appleby, Sandi Shropshire, Andy Holland (Vice Chair), Randy Norton, Tara Johnson (Secretary), Janette Olsen
Ex-Officio: Margaret Johnson, Lori Austill, Mary Hofle (UCC rep), Catherine Read (Admin Assistant)
Excused: Jim Wolper, Sarah Mead
Guest: Jim DiSanza, SBOE Gen Ed task force liaison

Minutes from Spring 2014 have all been approved by UCC and Provost and are posted on GERC's website

Chair's announcements:
Introductions and Welcome New Members

GERC Recap: Where have we been? Where are we now? What is coming up? Continue to use BengalWeb Groups for posting GERC's business. Short overview of where to find pertinent information on GERC's website, BengalWeb Group.

Margaret Johnson, Andy Holland, Jim Skidmore, Sandi Shropshire, Jim DiSanza worked this summer to come up with a plan for assessment piece. Will finalize it this afternoon after GERC meeting.

First order of business this semester is to review proposals that come in. Deadline Sept. 19th for submissions. Email to Dept. chairs & deans sent out last spring, reminder sent last week.

Andy Holland has written a sample proposal for Objective 5, Jim Skidmore has written one for Objective 4.

Will plan on GERC meeting the 2nd and 4th Tuesdays of each month. May have to add additional meetings depending on the number of proposals because the cutoff for submissions to the 2015/2016 catalog is November 11.

Motion to adjourn (unanimous)

Next meeting: Tuesday, September 9, 2014

Approved by GERC: September 9, 2014
Accepted by UCC: September 18, 2014
Accepted by Provost: October 3, 2014

Meeting Minutes

General Education Requirements Committee
Tuesday 9 September 2014
Faculty Senate Conference Room
2:30-4:00 p.m.

Attendance: Jim Skidmore, Teresa Casey, Cathy Peppers (Chair), Karen Appleby, Sandi Shropshire, Andy Holland (Vice Chair), Randy Norton, Tara Johnson (Secretary), Janette Olsen, Jim Wolper
Ex-Officio: Lori Austill, Sarah Mead, Mary Hofle (UCC rep), Catherine Read (Admin Assistant)
Excused: Margaret Johnson, Jim DiSanza, SBOE Gen Ed task force liaison
Guest: none

Motion: Approve Minutes from 9/2/14 meeting

9 Approve 1 Abstain

Motion: Approve ENGL 1102 Addendum

10 (unanimous) Approve

EDUC 2215 proposal for Objective 8 (Information Literacy)

Discussion: The title and course catalog description are not indicative of an information literacy course. Would like to see more specific info re: how plagiarism is addressed, also sample assignment for Ethics and Legality Case Study. Google Scholar is NOT an online library database, so should not be presented as such.

Motion: Remand EDUC 2215 proposal for resubmission with suggested revisions

10 (unanimous) Approve

GERC needs an ASISU student representative on the committee as stated in the Bylaws. The representative would serve as a full voting member.

Next meeting scheduled for September 23, 2014

Approved by GERC: September 23, 2014
Accepted by UCC: September 25, 2014
Accepted by Provost: October 3, 2014

Meeting Minutes
General Education Requirements Committee
Tuesday 23 September 2014
Faculty Senate Conference Room
2:30-4:30 p.m.

Attendance: Jim Skidmore, Teresa Casey, Cathy Peppers (Chair), Karen Appleby, Andy Holland (Vice Chair), Janette Olsen, Jim Wolper
Ex-Officio: Margaret Johnson, Sarah Mead, Mary Hofle (UCC rep), Catherine Read (Admin. Assistant)
Excused: Sandi Shropshire, Randy Norton, Tara Johnson (Secretary); Lori Austill,
Guest: Jim DiSanza (SBOE Gen Ed task force liaison), Jacque Baergen (Academic Advising)

Motion: Approve Minutes from September 9 meeting

Approved.

Chair's announcements

Peppers welcomed Jacque Baergen from Central Academic Advising office. She will be attending GERC meetings. Revisit bylaws when time allows and consider adding Academic Advising representative as an *ex-officio* member.

In addition to reviewing proposals and assessment plan, two other Gen Ed issues have come up on horizon:

- what to do with ENGL 1101 and the 3-6 credits requirement for Objective 1 Written English. ENGL 1102 is the course at ISU that currently fulfills GEM Objective 1. Problem comes in that the total of GEM credits cannot exceed 36, so if a student takes 6 credits to fulfill Objective 1, it only leaves 6 credits for Objectives 7, 8 and 9. ISU's one policy has to cover every student, regardless of individual proficiency. Other institutions accept ENGL 1101 as GEM, and ISU does not. Last year GERC sent a recommendation to the SBOE to change this to 3 credits. SBOE did not accept the recommendation.
- the Languages department plans to submit proposals reinstating "LANG" as a course prefix to allow for transcribing of other languages not offered at ISU. For instance, if a student has taken Swedish at another institution or has credit from an exam, those transferred credits would show up on the ISU transcript as LANG courses.

COMM 1101 Addendum to original proposal: Objective 2: Spoken English

This is the only course in Objective 2. Original proposal fulfills 5 of the 6 GEM competency requirements. Addendum explains how it fulfills the 6th competency requirement.

Motion: Approve COMM 1101 Addendum

Approved (unanimous)

INFO 1181 for Gen Ed for Objective 7 (Critical Thinking) and make equivalent to CS 1181.

Course description does not match new CS 1181 description. This proposal does not spell out how the course meets Objective 7 Critical Thinking. Simply states it follows CS 1181 without any guarantee of that. Need more information. Proposed description change introducing new security and resiliency material may not match CS 1181. Since the two courses are being taught on different days and times, they are not the same course.

Motion: Remand INFO 1181 for revision and resubmission.

Approved. Proposal was **remanded**.

ANTH 1100 for Objective 6

This proposal was revised and resubmitted last spring before the GEM guidelines were released. Previous proposal was quite sketchy. Revisions still need to address the new requirements.

Motion: Remand ANTH 1100 for revision.

Approved (unanimous). Proposal was **remanded**.

Motion: Approve PSYC 1101 for Objective 6

Approved (unanimous)

Physics proposals **deferred** until next meeting:

PHYS 1111, 1112, 1113, 1114 for Objective 5

PHYS 2211, 2212, 2213, 2214 for Objective 5

Discussion of the Assessment Team's draft version of a university General Education Assessment plan. This committee has a stake in ensuring quality of courses, so should have some sort of quality control over instructor qualifications and course rigor. Departments' plan for faculty development and training, skill updating, level of rigor expected for each Gen Ed course. Each department will have to submit an assessment plan to ensure quality and consistency across sections. Focus is on student learning outcomes, not on departments themselves, so may not be important to track faculty qualifications.

Assessment of Gen Ed courses is a new thing for ISU, it has not been done before. Need to consider how to prepare departments and faculty that this is coming, emphasize the reasons behind this: identify areas where students are not learning the things they should be, how that can be improved, and how to ensure the quality of ISU's Gen Ed courses and program.

GERC will review departments' plans to check for reasonableness, effectiveness, etc. GERC will have the authority to remove a Gen Ed course if, after corrective measures are not adequately addressed, it still does not meet learning objectives.

Remanded Proposals required – still awaiting receipt:

MATH 1127, MATH 1153, MGT 2216 for Objective 3

EDUC 1110, HONS 1102, [LANG]s 1101-1102 for Objective 4

PHYS 1152, 1153, for Objective 5

CHEM 1101, CHEM 1103 for Objective 5

HIST 1101, HIST 1102, HIS 1111, HIST 1102, TGE 0135 for Objective 6

Prepare for next meeting(s): 30 September – focus on proposal reviews only

Bring specific questions and suggestions on the assessment plan for 14 October meeting.

Adjourn: 4:50 pm

Approved by GERC: October 14, 2014

Accepted by UCC: October 16, 2014

Accepted by Provost: November 19, 2014

Minutes
General Education Requirements Committee
Tuesday 30 September 2014
Faculty Senate Conference Room
2:30-4:30 p.m.

Attendance: Jim Skidmore, Teresa Casey, Cathy Peppers (Chair), Karen Appleby, Sandi Shropshire, Andy Holland (Vice Chair), Jim Wolper, Randy Norton, Tara Johnson (Secretary), Janette Olsen, Jordan Withers (ASISU)
Ex-Officio: Lori Austill, Jim Bigelow (UCC rep), Sarah Mead, Catherine Read (Admin Assistant)
Excused: Margaret Johnson
Guests: Jim DiSanza (SBOE Gen Ed task force liaison), Jacque Baergen (Academic Advising)

1. Minutes from September 23, 2014 – deferred until next time
2. Chair's announcements – focus on proposals today, get through as many as possible, along with CLEP suggestion. INFO 1181 was remanded last week, has been revised but members have not had a chance to see it. Vote on INFO 1181 electronically next week.
3. Proposals received for review/approval:

Remanded Proposals:

- a. PHYS 1111, 1112, 1113, 1114 for Objective 5
Should both 1100 level and 2200 level courses count as Gen Eds? The calculus prereq determines which students will take which level of courses. Not much description about the lab courses. The lab is not a co-req for the lecture, though lecture is a co-req for lab. In Physics, lab and lecture are tightly coordinated and integrated.
- b. PHYS 2211, 2212, 2213, 2214 for Objective 5

Motion: to approve both batches of Physics courses. **Passed** unanimously.

- c. [LANG] 1101-1102 Addendum for Objective 4C
Motion: to approve [LANG] 1101-1102 as fully justifying those courses as fulfilling Objective 4C. **Approved** unanimously.

4. C.L.E.P. Exam policy recommendation from Languages department
Discussion. C.L.E.P. test credit does not fulfill Objective 9 because it does not meet all the learning outcomes, and is not an equivalent class. Mead will provide GERC a list of tests and which course(s) each test counts toward. The ENGL 1101 conundrum needs to be considered along with this one as well. Departments should not decide for themselves whether a course or proficiency test meets a Gen Ed competency; should work with GERC on a case-by-case basis. On the other hand, a transferred course counts for the Gen Ed, so why not a proficiency test.

Motion: to approve C.L.E.P. exam policy catalog change as amended below.

Approved as amended. (9 for, 1 opposed, no abstentions.)

[Note: this proposed policy change will go through Faculty Senate for their approval, since it is an Academic Standards matter.]

Proposed new catalog copy:

Credit through C.L.E.P. and Other Approved Examinations

~~Any s~~Students, ~~including International Students~~, can may receive up to 16 credits by examination (C.L.E.P., BYU Language Exams, or other exams approved by the Department) to be applied to their transcripts with an "S" grade. Students who are proficient in a language other than English may satisfy one component of Objective 4 of the General Education Requirements by successfully earning four credits on one of these exams.

3. Proposals received for review/approval:

Remanded Proposals:

- a. MGT 2216 for Objective 3
Motion: to approve MGT 2216 for Objective 3: Mathematics.
Passed (8 for, 0 opposed, 3 abstentions)

- b. EDUC 1110 for Objective 6
Motion: to approve EDUC for Objective 6: Behavioral and Social Sciences.
Passed (8 for, 2 opposed, no abstentions)
Note: this proposal changes the course from Objective 4 to Objective 6.

The rest of the agenda items were deferred until next time.

- c. CHEM 1101 for Objective 5
- d. CHEM 1103 Clarification for Objective 5
- e. MATH 1153 for Objective 3
- f. HONS 1101-1102 for Objective 4
- g. PHIL 2250 for Objective 7
- h. INFO 1181 Revised for Objective 7

New Proposals

- i. SOC 2201 for Objective 9
- j. ACAD 1111 for Objective 8
- k. BT 1170 for Objective 8
- l. CMP 2203 for Objective 8

5. Remanded Proposals required – still awaiting receipt:

- a. MATH 1127 for Objective 3
- b. PHYS 1152, 1153, for Objective 5
- c. HIST 1101, HIST 1102, HIST 1111, HIST 1112, TGE 0135 for Objective 6

6 Prepare for next meeting(s): Oct. 14. First 1.25 hours on proposals, then assessment plan.

- a. Report from the Assessment Team (the A-Team) on the development of a General Education Assessment plan.

7. Adjourn: 4:46 p.m.

Approved by GERC: November 4, 2014
Accepted by UCC: November 6, 2014
Accepted by Provost: November 19, 2014

Minutes

General Education Requirements Committee

Tuesday 7 October 2014

Virtual meeting held via email

2:30 p.m.

Attendance: Jim Skidmore, Cathy Peppers (Chair), Karen Appleby, Sandi Shropshire, Andy Holland (Vice Chair), Randy Norton, Janette Olsen, Jordan Withers, Jim Wolper

Did not participate: Teresa Casey, Tara Johnson; Lori Austill, Sarah Mead, Mary Hofle (UCC rep), Margaret Johnson, Jim DiSanza, Catherine Read (Admin Assistant)

Motion: Approve ANTH 1100 for Objective 6 (Social & Behavioral Sciences)

Approved unanimously (9)

Motion: Approve INFO 1181 for Objective 7 (Critical Thinking)

Approve: 6 Oppose : 0 Abstain: 3

Next (regular) meeting scheduled for October 14, 2014

Approved by GERC: October 14, 2014

Accepted by UCC: October 16, 2014

Accepted by Provost: November 19, 2014

Minutes
General Education Requirements Committee
Tuesday 14 October 2014
Faculty Senate Conference Room
2:30-4:30 p.m.

Attendance: Jim Skidmore, Teresa Casey, Cathy Peppers (Chair), Karen Appleby, Sandi Shropshire, Andy Holland (Vice Chair), Jim Wolper, Randy Norton, Janette Olsen, Jordan Withers (ASISU)
Ex-Officio: Lori Austill, Mary Hofle (UCC rep), Margaret Johnson, Sarah Mead, Catherine Read (Admin Assistant)
Excused: Tara Johnson (Secretary),
Guests: Jacque Baergen (Academic Advising), Jim DiSanza (SBOE Gen Ed task force liaison)

Tara Johnson was out sick today so Karen Appleby volunteered to take minutes at this meeting and the next.

Motion: approve Minutes from September 23, 2014 and October 7, 2014

Approved (7 yes, 2 abstain, 0 opposed.)

Chair's announcements

Coming next week from Faculty Senate: draft Faculty Constitution to university councils for 30-day review and comment. Councils' comments due to Faculty Senate by Nov. 19. All-faculty review and comment coming in early January.

Motion: approve CHEM 1101 for Objective 5

Original proposal rejected because did not specify scientific method, no lab associated with it. Still some concerns whether the course adequately addresses scientific method as stand-alone science course.

Approve (6 for, 3 opposed, 1 abstain)

Motion: approve CHEM 1103 Clarification for Objective 5

Approve (9 for, 0 opposed, 1 abstain)

Motion: approve MATH 1153 for Objective 3

Approve (10 for - unanimous)

Motion: approve PHIL 2250 for Objective 7

Approve (9 for, 0 opposed, 1 abstain)

Motion: approve TGE 1135 for Objective 6 - -no second. Dies for lack of second.

Workplace Relations is not a social or behavioral science; it is more a business course. Not broad enough for Gen Ed.

Motion: approve TGE 1135 for Objective 6. Motion **died** for lack of second.

Motion: reject TGE 1135 for Objective 6

Approve (8 for, 0 opposed, 2 abstentions) Proposal was **rejected**.

HONS 1101-1102 for Objective 4

The proposal is asking for these two courses to fulfill Objective 1 and both parts of Objective 4. Problem is GEM credits in Objective 4 requires 6 credits. This would only fulfill 3 credits of Objective 1 and 3 credits of Objective 4. Two courses cannot count for 9 credits. Could split HONS

1102 into create an HONS 1103? course, and make them 8-week courses. DiSanza can take this question back to the SBOE task force, to ask how to avoid punishing Honors students. Cannot approve this proposal as written because of GEM restrictions. Or have a 3-course sequence to take simultaneously to fulfill all 9 credits in the 2 GEM Objectives.

Table this proposal and ask the department how they want to handle this. This will be addressed at November 4th meeting.

Questions regarding ENGL 1101 and GEM “3-6 credits (depending on placement)”

Registrar’s perspective:

-- “depending on placement” means students who need ENGL 1101 will have fewer Gen Ed credits ‘left over’ to take Objs. 7-9.

-- if a course called ENGL 1101 counts for some, it counts for all.

English Dept.’s perspective: keep “3-6 credits (depending on placement)” for Obj. 1

Only ENGL 1102 fulfills Obj. 1; ENGL 1101 does not (nor has GERC approved)

CoT perspective / proposal: allow ENGL 1101 to fulfill Obj. 1 for CoT students

Draft General Education Assessment Plan and proposed Assessment Timeline

How could this assessment plan document incorporate GERC’s questions that have arisen over time? How to shape the big picture? Perhaps creating appendices: 1) SBOE requirements, 2) 3) guideline for those who teach the courses, 4) guide to GERC’s program assessment plan...

Adjourn: 4:55 p.m.

Postponed till next time:

New Proposals

- a. ACAD 1111 for Objective 8
- b. BT 1170 for Objective 8
- c. CMP 2203 for Objective 8
- d. CSD 2210 for Objective 9
- e. SOC 2201 for Objective 9 (formerly WS 2201)
- f. HIST 2201 for Objective 9 (new course)
- g. LANG 1101, 1102, 2201, 2202 for Objective 4 (reinstating LANG prefix)
- h. ENGL 1101 for Objective 1 (CoTech A.A.S degree) -- [part of larger discussion]
 - 1) UCC Proposal #39 CoTech Admissions and Gen Ed catalog changes

Remanded Proposals required – still awaiting receipt:

- a. MATH 1127 for Objective 3
- b. PHYS 1152, 1153, for Objective 5
- c. HIST 1101, HIST 1102, HIST 1111, HIST 1112, for Objective 6

Prepare for next meeting(s): Margaret will be out of town for Oct 28 and Nov 4.

28 October: continue proposal reviews; the Credit by Exam list/LANGs proposal; the ENGL 1101 Questions

4 November: proposal reviews

11 November: any proposal reviews left; Assessment Plan

Approved by GERC: October 28, 2014

Accepted by UCC: November 6, 2014

Accepted by Provost: November 19, 2014

GERC Meeting Minutes: Tuesday, October 28, 2014
Business Building Rm. 208 (2:30-5:00 p.m.)

Attendance

Members Present: Tara Johnson, Andy Holland, Cathy Peppers, Jim Skidmore, Jim Wolper, Karen Appleby, Randy Norton, Jordan Withers, Sandi Shropshire, Janette Olsen, Teresa Casey

Members Absent: Catherine Read (excused)

Ex-Officio: Sarah Mead, Mary Hofle, Lori Austill,

Guest(s): Jim DiSanza

Motion: Approve Minutes from 10-14-2014

Approve: 9 Abstain: 1

Motion: Approve ACAD 1111 (University Inquiry) for Objective 8

Approve: 9 Abstain: 1

Motion: Reject BT 1170 (Introduction to Computers) for Objective 8

Discussion: Technical skills versus academic content; does not meet General Education criteria

Approve (to reject): 9 Abstain: 1

Motion: Approve CMP 2203 (Media Literacy) for Objective 8

Approve: Unanimous

Motion: Remand CSD 2210 (Human Communication Differences and Disorders through Film and Literature) for Objective 9

Discussion: Remand with suggestions for revision for clarification about more concrete examples of what will complete for meeting Objective 9, making description of the course more specific, and more specifics about how the course will be assessed.

Approve (to remand): 9 Oppose: 1

Motion: Approve SOC 2201 (Introduction to Gender and Sexuality Studies) for Objective 9

Approve: 8 Abstain: 2

Motion: Approve HIST 2201 (Women in U.S. History) for Objective 9

Approve: 8 Abstain: 2

Motion: Approve Honors 1102 for Objective 4A

Approve: Unanimous

Motion: Reject ENGL 1101 for Objective 1

Approve (to reject): Unanimous

Next meeting scheduled for November 4, 2014

Approved by GERC: November 4, 2014

Approved by UCC: November 6, 2014

Approved by Provost: November 19, 2014

General Education Requirements Committee **Meeting Minutes**
Tuesday, November 4, 2014
Faculty Senate Conference Room REND 301

Attendance:

Members Present: Jim Wolper, Janette Olsen, Teresa Casey, Andrew Holland (Vice Chair), Tara Johnson (Secretary), Cathy Peppers (Chair), Sandi Shropshire, Jim Skidmore, Karen Appleby
Excused: Randy Norton, Margaret Johnson, Jim DiSanza
Ex-Officio: Lori Austill, Sarah Mead, Mary Hofle
Guests: Jacque Baergen
Absent: Jordan Withers

Motion: Approve minutes from 10/28/2014 with amendment to approval of Honors 1102 to read “for Objective 4A”

Approve as amended: unanimous

Motion: Approve PHYS 1152, 1153 for Objective 5

Approve: unanimous

Motion: Approve HIST 1101, 1102, 1111, and 1112 for Objective 6

Approve: unanimous

Motion: Reject EDUC 2215 for Objective 8

Discussion: No substantive changes made to meet goals of Objective 8. The course is still only mechanics/technique without concept, especially evident in the assignments.

Approve (to reject): 7 **Abstain:** 1

Motion: Approve language prefix proposal for LANG 1101 and 1102 to fulfill Objective 4C

Approve: unanimous

Discussion points:

All members requested to read the new Faculty Constitution draft for November 11 meeting and bring any comments and/or concerns.

December 9 will be last meeting of the semester for GERC and will be a celebration.

Future GERC committee work: Revise GERC proposal form, especially the assessment question, because it seems to be an area of confusion for all entities submitting proposals.

Next meeting: November 11, 2014

Approved by GERC: November 11, 2014

Accepted by UCC: November 13, 2014

Accepted by Provost: December 3, 2014

General Education Requirements Committee **Meeting Minutes**
Tuesday, November 11, 2014
Faculty Senate Conference Room REND 301

Attendance: Jim Skidmore, Teresa Casey, Cathy Peppers (Chair), Karen Appleby, Sandi Shropshire, Andy Holland (Vice Chair), Jim Wolper, Randy Norton, Tara Johnson (Secretary), Janette Olsen, Jordan Withers (ASISU)
Ex-Officio: Lori Austill, Mary Hofle (UCC rep), Margaret Johnson, Sarah Mead, Catherine Read (Admin Assistant)
Guests: Jacque Baergen (Academic Advising), Jim DiSanza (SBOE Gen Ed task force liaison)

Motion: Approve minutes from November 4, 2014
Approve: 8 Abstain: 2

Johnson reported the SBOE's General Education Task Force will discuss the complexities of ENGL 1101 in relation to College of Technology Associate of Applied Science (AAS) degrees and GEM requirements in their upcoming meeting later this week. If no determination is made during that meeting, ISU may ask for a one-year waiver for College of Tech students until this matter is resolved.

Peppers mentioned the Honors Program is considering adding an Honors section of THEA 1101-H to their curriculum. In such a case, Peppers will request they submit a document to GERC specifying how Honors sections of a course differ from non-Honors sections. This would provide the necessary documentation that the courses have been reviewed by GERC and approved as fulfilling General Ed requirements.

CSD 2210 for Objective 9:

Concerns: question whether course focuses too much on understanding the disorders and developing sympathy/empathy rather than in-depth learning about the culture/community and how it developed, where it fits in the political structure. However, it is roughly comparable to the exposure to culture one gets in 2000-level language classes. Some question about level of rigor.

Motion: Approve with condition that assurance that a final exam will be given, and that the course assignments are adequately rigorous.
No second, motion **died**.

Motion: Remand the CSD 2210 proposal for lack of evidence of how the 8-week course will be expanded to full semester, and rigor of assignments, assessment.
Approve: 5 Oppose: 5 Abstain: 1 Motion **failed**.

Motion: Approve CSD 2210 for Objective 9.
Approve: 6 Oppose: 4 Abstain: 1 Motion **passed**.
Suggest the letter strongly request that the course address rigor

Motion: Approve MATH 1127 for Objective 3
Approve: Unanimous

Motion: Approve the Gen. Ed. approved Course List as amended. ([Appendix A](#))
Approve: Unanimous

Motion: Approve the GERC 2014 Proposal Decisions by Objective as amended, with 2014 business only. ([Appendix B](#))
Approve: Unanimous

Proposed Faculty Constitution -- council feedback

Members discussed the draft constitution and the points they wanted to include in the council's response to Faculty Senate's request for feedback. A draft response document was subsequently developed and distributed by email to members for review. Members approved the document via email vote on November 18, 2014, and it was forwarded to Faculty Senate co-chairs that same day.

Next meeting: December 9, 2014 at 3:00 (place TBA)

Approved by GERC: December 11, 2014 via email vote
Accepted by UCC: January 15, 2015
Accepted by Provost: February 16, 2015

APPENDIX A

Final General Education List for 2015-16 catalog

as approved by GERC on November 11, 2014
approved [as amended](#) by UCC on November 13, 2014
approved by Academic Affairs on December 10, 2014

Objective 1, Written Communication **English** :

Minimum of one (1) course. ([3 credits](#))

~~The goal of this Objective is to provide students the opportunity to learn to:~~

- ~~•—Communicate effectively in standard written English.~~

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
- Adopt strategies and genre appropriate to the rhetorical situation.
- Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
- Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
- Address readers' biases and assumptions with well-developed evidence-based reasoning.
- Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.

Courses that satisfy Objective 1:

ENGL 1102	Critical Reading and Writing ¹	3
HONS 1101	Honors Humanities I ¹	3

¹ Must obtain a minimum grade of C- or better.

NOTE: According to Jim DiSanza, ISU's liaison to SBOE's statewide Gen Ed Task Force, ISU has received a one-year waiver for ENGL 1101 for College of Technology students. See relevant [email](#) appended to the end of this document. Further details will be supplied by other means.

Objective 2, **Spoken-English** Oral Communication:

Minimum of one (1) course. (2 credits)

~~The goals of this Objective are to provide students the opportunity to learn to:~~

- ~~• Communicate effectively in standard spoken English, and~~
- ~~• Communicate effectively in standard written English.~~

Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

- Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- Understand interpersonal rules, roles, and strategies in varied contexts.
- Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
- Employ effective verbal and nonverbal behaviors that support communication goals.
- Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

One course satisfies the objective:

COMM 1101

Principles of Speech

3

Objective 3, Mathematicsal Ways of Knowing:

Minimum of one (1) course. (3 credits)

~~The goals of this Objective are to provide students the opportunity to learn to:~~

- ~~• Explain basic mathematical concepts;~~
- ~~• Apply basic techniques in solving mathematical problems;~~
- ~~• Interpret real-world problems in mathematical language; and~~
- ~~• Use mathematics to formulate appropriate conclusions for real-world problems.~~

Upon completion of a course in this category, a student is able to demonstrate the following competencies.

- Read, interpret, and communicate mathematical concepts.

- [Represent and interpret information/data.](#)
- [Select, execute and explain appropriate strategies/procedures when solving mathematical problems.](#)
- [Apply quantitative reasoning to draw and support appropriate conclusions.](#)

Courses that satisfy Objective 3:

MATH 1123	Mathematics in Modern Society	3
MATH 1127	The Language of Mathematics	3
MATH 1130	Finite Mathematics	3
MATH 1153	Introduction to Statistics	3
MATH 1160	Applied Calculus	3
MATH 1170	Calculus I	4
MATH 2256	Structure of Arithmetic for Elementary School Teachers*	3
MATH 2257	Structure of Geometry and Probability for Elementary School Teachers*	3
MGT 2216	Business Statistics	3
RCET 1372	Calculus for Advanced Electronics	4

*~~Approved for Elementary Education majors only~~ UCC voted to strike this restriction because it is not enforced. Strike asterisks too.

For further information about mathematics prerequisites and placement, see [Placement in Mathematics](#).

Objective 4, ~~Humanities, Fine Arts and Foreign Language~~ [Humanistic and Artistic Ways of Knowing](#):

Minimum of two (2) courses. (6 credits). Courses must be selected from **two different categories**: Humanities, Fine Arts, or Foreign Language.

~~The goals of this Objective are to provide students the opportunity to learn to:~~

- ~~• Demonstrate and apply basic terms and concepts in the Fine Arts and Humanities;~~
- ~~• Explain foundational influences or theories in the Fine Arts and Humanities; and~~
- ~~• Apply analytical skills as appropriate to the discipline.~~

[Upon completion of a course in this category, students are able to demonstrate at least five \(5\) of the following competencies.](#)

- [Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.](#)
- [Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline\(s\).](#)

- [Perceive and understand formal, conceptual, and technical elements specific to the discipline.](#)
- [Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.](#)
- [Interpret artistic and/or humanistic works through the creation of art or performance.](#)
- [Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.](#)
- [Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.](#)

Courses that satisfy Objective 4:

Humanities

EDUC 1110	Education and Schooling in the U.S. [moved to Objective 6]	3
ENGL 1110	Introduction to Literature	3
ENGL 1115	Major Themes in Literature	3
ENGL 1126	Art of Film I	3
ENGL 2257	Survey of World Literature I Beginnings through 16th Century	3
ENGL 2258	Survey of World Literature II 17th Century to Present	3
HONS 1102	Honors Humanities II	3
PHIL 1101	Introduction to Philosophy	3
PHIL 1103	Introduction to Ethics	3
TGE 1257	Applied Ethics in Technology	3

Fine Arts

ART 1100	Survey of Art	3
ART 1101	History of Western Art I	3
ART 1102	History of Western Art II	3
ART 2210/CMP 2250	History and Appreciation of Photography	3
DANC 1105	Survey of Dance	3
DANC 2205	Dance in the Modern Era	3
MUSC 1100	Introduction to Music	3
MUSC 1106	American Music	3
MUSC 1108	The World of Music	4
MUSC 1109	Survey of Jazz History	3
THEA 1101	Survey of Theatre	3

Foreign Languages

ANTH/SHOS 1101	Elementary Shoshoni I	4
ANTH/SHOS 1102	Elementary Shoshoni II	4

ARBC 1101	Elementary Arabic I	4
ARBC 1102	Elementary Arabic II	4
CHNS 1101	Elementary Chinese I	4
CHNS 1102	Elementary Chinese II	4
CSD 1151	American Sign Language I	3
CSD 1152	American Sign Language II	3
FREN 1101	Elementary French I	4
FREN 1102	Elementary French II	4
GERM 1101	Elementary German I	4
GERM 1102	Elementary German II	4
JAPN 1101	Elementary Japanese I	4
JAPN 1102	Elementary Japanese II	4
LANG 1101	Elementary [Language] I	3
LANG 1102	Elementary [Language] II	3
LATN 1101	Elementary Latin I	4
LATN 1102	Elementary Latin II	4
RUSS 1101	Elementary Russian I	4
RUSS 1102	Elementary Russian II	4
SPAN 1101	Elementary Spanish I	4
SPAN 1102	Elementary Spanish II	4

Objective 5, ~~Natural Science~~ Scientific Ways of Knowing:

Minimum of two (2) lecture courses and one (1) laboratory. ([7 credits](#)). Courses must be selected from **two different course prefixes**. ~~One course must be from a Natural Science.~~

~~The goals of this Objective are to provide students the opportunity to learn to:~~

- ~~• Demonstrate and apply basic terms and concepts in the Natural, Applied or Health Sciences;~~
- ~~• Explain foundational influences or theories in the Natural, Applied or Health Sciences; and~~
- ~~• Apply analytical skills as appropriate to the Natural, Applied or Health Sciences.~~

Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

- [Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.](#)
- [Understand the scientific method and apply scientific reasoning to critically evaluate arguments.](#)
- [Interpret and communicate scientific information via written, spoken and/or visual representations.](#)
- [Describe the relevance of specific scientific principles to the human experience.](#)

- [Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.](#)

Courses that satisfy Objective 5:

BIOL 1100 & 1100L	Concepts Biology Human Concerns and Concepts Biology Human Concerns Lab (designed for non-science, non-health related majors) ^{N/L}	4
BIOL 1101 & 1101L	Biology I and Biology I Lab (designed for students preparing for majors in science, pre-medical fields, and health related professions)- ^{N/L}	4
CHEM 1100	Architecture of Matter ^{N,L}	4
CHEM 1101	Introduction to General Chemistry ^N	3
CHEM 1102 & CHEM 1103	Introduction to Organic and Biochemistry and Introduction to General Organic and Biochemistry Laboratory ^{N/L}	4
CHEM 1111 & 1111L	General Chemistry I and General Chemistry I Lab ^{N,L}	5
CHEM 1112 & 1112L	General Chemistry II and General Chemistry II Lab ^{N/L}	4
GEOL 1100 & 1100L	The Dynamic Earth and The Dynamic Earth Lab (this is the lab for students in Geoscience majors) ^{N/L}	4
GEOL 1101 & 1101L	Physical Geology and Physical Geology Lab ^{N/L}	4
GEOL 1110	Physical Geology for Scientists Laboratory ^L	1
NTD 2239	Nutrition ^H	3
PHYS 1100	Essentials of Physics ^{N/L}	4
PHYS 1101 & 1101L	Elements of Physics and Elements of Physics Laboratory ^{N/L}	4
PHYS 1111	General Physics ^N	3
PHYS 1112	General Physics II ^N	3
PHYS 1113	General Physics I Laboratory ^L	1
PHYS 1114	General Physics II Laboratory ^L	1
PHYS 1152	Descriptive Astronomy- ^N	3
PHYS 1153	Descriptive Astronomy Laboratory ^L	1
PHYS 2211	Engineering Physics I ^N	4
PHYS 2212	Engineering Physics II ^N	4
PHYS 2213	Engineering Physics I Laboratory ^L	1
PHYS 2214	Engineering Physics II Laboratory ^L	1

~~H Courses with an H notation will apply to Objective 5 as a Health or Applied Science Lecture Course~~

L Courses with an L notation will apply to Objective 5 as a Laboratory Experience

~~N Courses with an N notation will apply to Objective 5 as a Natural Science Lecture Course~~

GEOL 1115 and 1115L (~~N/L~~) taken prior to Fall 2013 may also be used toward Objective 5.

Objective 6, **Behavioral and Social Science** and Behavioral Ways of Knowing:

Minimum of two (2) courses. (6 credits) Courses must be selected from **two different course prefixes**.

~~The goals of this Objective are to provide students the opportunity to learn to:~~

- ~~• Demonstrate and apply basic terms and concepts in the Behavioral and Social Sciences;~~
- ~~• Explain foundational influences or theories in the Behavioral and Social Sciences; and~~
- ~~• Apply analytical skills as appropriate to the Behavioral and Social Sciences.~~

Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Courses satisfying Objective 6:

ANTH 1100	General Anthropology	3
ECON 1100	Economic Issues	3
ECON 2201	Principles of Macroeconomics	3
ECON 2202	Principles of Microeconomics	3
EDUC 1110	Education and Schooling in the U.S. [moved from Objective 4]	3
HIST 1101	Foundations of Europe	3
HIST 1102	Modern Europe	3
HIST 1111	US History I to 1865	3
HIST 1112	US History II 1865 to present	3
IS 2203	Introduction to International Organizations	3
POLS 1101	Introduction to United States Government	3
PSYC 1101	Introduction to General Psychology	3
SOC 1101	Introduction to Sociology	3

SOC 1102	Social Problems	3
TGE 1135	Work Place Relations	3

Objective 7, Critical Thinking:

Minimum of one (1) course from either Objective 7 or Objective 8. ([3 credits](#))

Critical thinking is defined as the ability to think analytically, critically, creatively, and reflectively to make informed and logical judgments, draw reasoned and meaningful conclusions, and apply ideas to new contexts. Courses satisfying this Objective must include active learning.

~~The goals of this Objective are to provide students the opportunity to learn to:~~

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Formulate/frame problems and analyze how others do so;
- Recognize and apply appropriate practices for analyzing ambiguous problems;
- Identify and apply relevant information for problem solving;
- Create, analyze, and evaluate/interpret diverse perspectives and solutions;
- Establish a reasoned framework for drawing conclusions and/or recommending solutions; and
- Effectively articulate the results of a thinking process.

Courses satisfying Objective 7:

ANTH/ENGL/LANG 1107	Nature of Language	3
CS 1181	Computer Science and Programming I	3
HIST 1118	US History and Culture	3
HIST 1120	Global History Since 1500	3
INFO 1181	Informatics and Programming I	3
PHIL 2201	Introduction to Logic	3
PHIL 2250	Contemporary Moral Problems [new course]	3
POLS 2202	Introduction to Politics Critical Thinking and Analysis	3
SOC 2248	Critical Analysis of Social Diversity	3
THEA 1118	Oral Interpretation of Literature	3
THEA 2251	Fundamentals of Acting	3

Objective 8, Information Literacy:

Minimum of one (1) course from either Objective 7 or Objective 8. (3 credits)

Information literacy is defined as the ability to recognize when information is needed and to locate, evaluate, and use information effectively. Courses satisfying this Objective must involve hands-on practice for students rather than merely the presentation of theoretical principles.

~~The goals of this Objective are to provide students the opportunity to learn to:~~

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Determine the nature and extent of the information/data needed to accomplish a specific purpose;
- Identify sources and gather information/data effectively and efficiently;
- Evaluate credibility of sources and information/data;
- Understand the economics, ethical, legal, and social issues surrounding the creation, collection, and use of information/data; and
- Use information/data effectively to accomplish a specific purpose.

Courses satisfying Objective 8:

ACAD 1111	University Inquiry [new course]	<u>3</u>
CMP 2203	Media Literacy [new course]	<u>3</u>
FIN 1115	Personal Finance	3
GEOL 1108	Exploring Data and Information	3
HIST 2291	The Historian's Craft	3
INFO 1101	Digital Information Literacy	3
LLIB 1115	Introduction to Information Research	3

Objective 9, Cultural Diversity:

Minimum of one (1) course.* (3 credits)

~~The goals of this Objective are to provide students the opportunity to learn to:~~

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts;

- Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities; and
- Apply knowledge of diverse cultures to address contemporary or historical issues.

Courses satisfying Objective 9:

ANTH/SHOS 2201	Intermediate Shoshoni I	4
ANTH/SHOS 2202	Intermediate Shoshoni II	4
ANTH/ENGL 2212	Introduction to Folklore and Oral Tradition	3
ANTH 2237	Peoples and Cultures of the Old World	3
ANTH 2238	Peoples and Cultures of the New World	3
ANTH 2239	Latino Peoples and Cultures	3
ARBC 2201	Intermediate Arabic I	4
ARBC 2202	Intermediate Arabic II	4
CHNS 2201	Intermediate Chinese I	4
CHNS 2202	Intermediate Chinese II	4
CMLT 2207	Contemporary European Culture	3
CMLT 2208	Cultures of the Spanish Speaking World	3
CMLT 2209	Cultures of East Asia	3
CSD 2256	Deaf Culture and Community [<i>GERC rejected last spring Acad. Affairs approved it for 1 year. Delete from list now.</i>]	3
CSD 2210	<u>Human Communication, Differences, and Disorders through Literature and Media</u> [new course]	<u>3</u>
EDUC 2204	Families Community Culture	3
ENGL 2210	American Cultural Studies	3
FREN 2201	Intermediate French I	4
FREN 2202	Intermediate French II	4
GERM 2201	Intermediate German I	4
GERM 2202	Intermediate German II	4
HIST 2201	<u>Women in U.S. History</u> [new course]	<u>3</u>
HIST 2249	World Regional Geography	3
HIST 2251	Latin America	3
HIST 2252	East Asian History	3
HIST 2254	Middle Eastern Civilization	3
HIST 2255	African History and Culture	3
IS 2202	The World Today: Introduction to Global Issues	3
JAPN 2201	Intermediate Japanese I	4
JAPN 2202	Intermediate Japanese II	4
LATN 2201	Intermediate Latin I	4
LATN 2202	Intermediate Latin II	4
PHIL 2210	Introduction to Asian Philosophies	3
RUSS 2201	Intermediate Russian I	4

RUSS 2202	Intermediate Russian II	4
SOC 2201	Introduction to Gender and Sexuality Studies [new course]	3
SPAN 2201	Intermediate Spanish I	4
SPAN 2202	Intermediate Spanish II	4
WS 2201	Introduction to Womens Studies	3

*Credit by C.L.E.P. exam does not fulfill Objective 9, the Cultural Diversity Objective.

From: **Cathy Peppers** <peppcath@isu.edu>
 Date: Mon, Nov 17, 2014 at 11:44 AM
 Subject: Word from State Gen Ed Comm re: English 101, 102
 To: Jennifer Attebery <attejenn@isu.edu>, Teena Rhoads <rhoateen@isu.edu>
 Cc: Margaret Johnson <johnmarg@isu.edu>, Randy Norton <nortrand@isu.edu>, James Bigelow <bigejame@isu.edu>

Dear Jennifer and Teena,

I just received news from Jim DiSanza, ISU's representative on the State General Education Committee. Jim took to that committee meeting some complications that have arisen from implementing the new state-wide GEM system, including our dilemmas about ENGL 1101, 1102 for the College of Technology and the rest of the university. Here's Jim's pre-report:

ISU received a waiver for this year for the English 101, 102 issues we have been having. When I receive the minutes for the meeting I can explain everything to [GERC]. The group has also addressed the 3 to 6 credits problem.

ISU's GERC will continue to work on resolving this and other complications next semester, but it seems we have some "waiver room" to maintain the status quo for now, and I thought you both should know.

Thanks for your continuing patience,
 Cathy

APPENDIX B

General Education Course Proposals Considered by GERC By Objective and Course Spring and Fall 2014

Approved by GERC on November 11, 2014
as a record of their Gen Ed Course Review under new statewide GEM requirements
for 2015-16 Undergraduate Catalog

accepted by Curriculum Council on November 13, 2014
accepted by Academic Affairs on December 10, 2014

Objective 1: Written Communication

ENGL 1101: English Composition – allowed as Gen Ed to accommodate AAS degree students, as long as ENGL 1102 is required if student transfers to a Bachelor degree program. – 03/11/2014

Note: This does not solve the problem, so the matter needs further consideration.

ENGL 1101: English Composition (revised) – **rejected 10/28/2014**

ENGL 1102: Critical Reading & Writing – does not meet SBOE objective 5 about using evidence-based reasoning to address readers' biases and assumptions – **remanded 03/11/2014**, addendum submitted– **approved as GEM 9/9/2014**

HONS 1101: Honors Humanities I – **approved as GEM 03/11/2014**

Objective 2: Oral Communication

COMM 1101: Principles of Speech – okay since it meets 5 of the 6 GEM objectives, department may wish to address the 6th objective – **approved as GEM 03/11/2014**;

COMM 1101: Principles of Speech – addendum submitted – **re-approved as GEM 09/23/2014**

Objective 3: Mathematical Ways of Knowing

MATH 1123: Mathematics in Modern Society – **approved as GEM 03/18/2014**

MATH 1127: The Language of Mathematics –meets only #1 of the 4 GEM objectives, **remanded 03/11/2014**; revised, – **approved as GEM 11/11/2014**

MATH 1130: Finite Mathematics – **approved as GEM 03/18/2014**

MATH 1153: Introduction to Statistics – doesn't quite meet the 4 GEM objectives, **remanded 03/11/2014**; revised, – **approved as GEM 10/14/2014**

MATH 1160: Applied Calculus – **approved as GEM 03/18/2014**

MATH 1170: Calculus – **approved as GEM 03/18/2014**

MATH 2256: Structure of Arithmetic for Elementary School Teachers – **approved as GEM 03/18/2014**

MATH 2257: Structure of Geometry and Probability for Elementary School Teachers – **approved as GEM 03/18/2014**

MGT 2216: Business Statistics– too narrow a scope to meet the 4 GEM objectives, **remanded 03/11/2014**; revised – **approved as GEM 09/30/2014**

RCET 1372: Calculus for Advanced Electronics – **approved as GEM 03/18/2014**

Objective 4: Humanistic and Artistic Ways of Knowing

ART 1100: Survey of Art – **approved as GEM 03/18/2014**

ART 1101: History of Western Art I – **approved as GEM** 03/18/2014
ART 1102: History of Western Art II – **approved as GEM** 03/18/2014
CSD 1151 with lab: American Sign Language I – **approved as GEM** 03/18/2014
CSD 1152 with lab: American Sign Language II – **approved as GEM** 03/18/2014
DANC 1105: Survey of Dance – **approved as GEM** 03/18/2014
DANC 2205: Dance in the Modern Era – **approved as GEM** 03/18/2014
EDUC 1110: Education and Schooling in the U.S. – **remanded, reconsider as Objective 6** 03/18/2014
ENGL 1110: Introduction to Literature – **approved as GEM** 03/18/2014
ENGL 1115: Major Themes in Literature – **approved as GEM** 03/18/2014
ENGL 1126: Art of Film I – **approved as GEM** 03/18/2014
ENGL 2257: Survey of World Literature I – **approved as GEM** 03/18/2014
ENGL 2258: Survey of World Literature II – **approved as GEM** 03/18/2014
HONS 1102: Honors Humanities II – does not meet GEM objectives, **remanded** 03/18/2014; revised – **approved as GEM** 10/28/2014
[LANG] 1101: Elementary [Language] I – does not meet GEM objective #5, #6, or last part of #1 – **remanded** 03/18/2014; revised, – **approved as GEM** 09/30/2014
[LANG] 1102: Elementary [Language] II – does not meet GEM objective #5, #6, or last part of #1 – **remanded** 03/18/2014; revised – **approved as GEM** 09/30/2014
LANG prefix 1101: Elementary Language I – **approved as GEM** 11/04/2014
LANG prefix 1102: Elementary Language II – **approved as GEM** 11/04/2014
CMP 2250/ART 2210: History and Appreciation of Photography – **approved as GEM** 03/18/2014
MUSC 1100: Introduction to Music – **approved as GEM** 03/18/2014
MUSC 1106: American Music – **approved as GEM** 03/18/2014
MUSC 1108: The World of Music **approved as GEM** 03/18/2014
MUSC 1109: Survey of Jazz History – **approved as GEM** 03/18/2014
PHIL 1101: Introduction to Philosophy – **approved as GEM** 03/18/2014
PHIL 1103: Introduction to Ethics – **approved as GEM** 03/18/2014
TGE 1257: Applied Ethics in Technology – **approved as GEM** 03/18/2014
THEA 1101: Appreciation of Drama – **approved as GEM** 03/18/2014

Objective 5: Scientific Ways of Knowing

BIOL 1100, 1100L: Concepts Biology Human Concerns & Lab – **approved as GEM** 03/18/2014
BIOL 1101, 1101L: Biology I & Lab – **approved as GEM** 03/18/2014
CHEM 1100: Architecture of Matter – **approved as GEM** 03/18/2014
CHEM 1101: Intro to General Chemistry – does not meet GEM objectives without lab, **rejected** 03/18/2014
CHEM 1101: Intro to General Chemistry (revised) -- **approved as GEM** 10/14/2014
CHEM 1102: Intro to Organic & Biochemistry – **approved as GEM** 03/18/2014
CHEM 1103: Intro to General, Organic & Biochemistry Lab – does not meet GEM objectives, **remanded** 03/18/2014; revised, **approved as GEM** 10/14/2014
CHEM 1111, 1111L: General Chemistry I – **approved as GEM** 03/18/2014
CHEM 1112, 1112L: General Chemistry II – **approved as GEM** 03/18/2014
GEOL 1100, 1100L: The Dynamic Earth & Lab – **approved as GEM** 03/18/2014
GEOL 1101, 1101L: Physical Geology & Lab – **approved as GEM** 03/18/2014
GEOL 1110: Physical Geology for Scientists Lab – **approved as GEM** 03/18/2014
NTD 2239: Nutrition – **approved as GEM** 04/08/2014
PHYS 1100: Essentials of Physics – **approved as GEM** 03/18/2014
PHYS 1101, 1101L: Elements of Physics & Lab – **approved as GEM** 03/18/2014
PHYS 1111: General Physics I – **remanded** 03/18/2014; **approved as GEM** 09/30/2014
PHYS 1112: General Physics II – **remanded** 03/18/2014; **approved as GEM** 09/30/2014
PHYS 1113: General Physics I Lab – **remanded** 03/18/2014; **approved as GEM** 09/30/2014

PHYS 1114: General Physics II Lab – [remanded 03/18/2014](#); **approved as GEM 09/30/2014**
PHYS 1152: Descriptive Astronomy – [remanded 03/18/2014](#); **approved as GEM 11/04/2014**
PHYS 1153: Descriptive Astronomy Lab – [remanded 03/18/2014](#); **approved as GEM 11/04/2014**
PHYS 2211: Engineering Physics I – [remanded 03/18/2014](#); **approved as GEM 09/30/2014**
PHYS 2212: Engineering Physics II – [remanded 03/18/2014](#); **approved as GEM 09/30/2014**
PHYS 2213: Engineering Physics I Lab – [remanded 03/18/2014](#); **approved as GEM 09/30/2014**
PHYS 2214: Engineering Physics II Lab – [remanded 03/18/2014](#); **approved as GEM 09/30/2014**

Objective 6: Social and Behavioral Ways of Knowing

ANTH 1100: General Anthropology – did not meet GEM Objective #4, [remanded 03/18/2014](#);
revised; [remanded again 09/23/2014](#); re-revised; **approved as GEM 10/07/2014**
ECON 1100: Economic Issues – **approved as GEM 03/18/2014**
ECON 2201: Principles of Macroeconomics – **approved as GEM 03/18/2014**
ECON 2202: Principles of Microeconomics – **approved as GEM 03/18/2014**
EDUC 1110: Education and Schooling in the U.S. (revised) – **approved as GEM 09/30/2014**
HIST 1101: Foundations of Europe – did not meet GEM Objectives, [remanded 03/18/2014](#); revised,
approved as GEM 11/04/2014
HIST 1102: Modern Europe – did not meet GEM Objectives, [remanded 03/18/2014](#); revised,
approved as GEM 11/04/2014
HIST 1111: U.S. History I (to 1865) – did not meet GEM Objectives, [remanded 03/18/2014](#); revised,
approved as GEM 11/04/2014
HIST 1112: U.S. History II (1865 to present) – did not meet GEM Objectives, [remanded 03/18/2014](#);
revised, **approved as GEM 11/04/2014**
IS 2203: Introduction to International Organizations – **approved as GEM 03/18/2014**
POLS 1101: Introduction to United States Government – **approved as GEM 03/18/2014**
PSYC 1101: Introduction to General Psychology – did not meet GEM Objectives, [remanded](#)
[03/18/2014](#); revised; **approved as GEM 09/23/2014**
SOC 1101: Introduction to Sociology – **approved as GEM 03/18/2014**
SOC 1102: Social Problems – **approved as GEM 03/18/2014**
TGE 1135: Workplace Relations, resubmission – did not meet GEM Objectives, [remanded](#)
[03/18/2014](#); revised – business course, not broad enough for gen ed, [rejected 10/14/2014](#)

Objective 7: Critical Thinking (ISU discretionary Objective) *

ANTH/ENGL/LANG 1107: The Nature of Language
CS 1181: Computer Science & Programming – approved 10/23/2012, revised, **approved** again
4/22/2014
HIST 1118: U.S. History and Culture
HIST 1120: Global History Since 1500
INFO 1181: Informatics and Programming I – [remanded 09/23/2014](#); **approved** 10/7/2014
PHIL 2201: Introduction to Logic
PHIL 2250: Contemporary Moral Problems – **approved** 10/14/2014
POLS 2202: Introduction to Politics resubmission
SOC 2248: Critical Analysis of Social Diversity
THEA 1118: Oral Interpretation of Literature resubmission
THEA 2251: Fundamentals of Acting

Objective 8: Information Literacy (ISU discretionary Objective) *

ACAD 1111: University Inquiry [new course] – **approved** 10/28/2014
BT 1170: Introduction to Computers -- [rejected 10/28/2014](#)

CMP 2203: Media Literacy [new course] – **approved** 10/28/2014
EDUC 2215: Preparing to Teach with Technology **remanded** 9/9/2014; revised, **rejected** 11/4/2014
FIN 1115: Personal Finance – **rejected** 10/09/2012; revised, **approved** 10/29/2013
GEOL 1108: Exploring Data and Information (revised)
HIST 2291: The Historian’s Craft
INFO 1101: Digital Information Literacy
LLIB 1115: Intro to Information Research

Objective 9: Cultural Diversity (ISU discretionary Objective) *

ANTH/SHOS 2201: Intermediate Shoshoni I
ANTH/SHOS 2202: Intermediate Shoshoni II
ANTH/ENGL 2212: Intro to Folklore and Oral Tradition
ANTH 2237: Peoples and Cultures of the Old World – **approved** 4/22/2014
ANTH 2238: Peoples and Cultures of the New World – **approved** 4/22/2014
ANTH 2239: Latino Peoples and Cultures – **approved** 4/22/2014
CMLT 2207: Contemporary European Culture
CMLT 2208: Cultures of Spanish Speaking World
CMLT 2209: Cultures of East Asia
CSD 2210: Human Communication Differences and Disorders through Film and Literature – **remanded** 10/28/2014; revised, – **approved** 11/11/2014
~~**CSD 2256:** Deaf Culture and Community~~ – **rejected** 09/24/13; approved by Academic Affairs 03/19/2013 for 2014-15 only. Require a new proposal be approved for subsequent years. No revised proposal submitted, GERC **rejected** this course before, **now comes off Gen Ed list in 2015-16 catalog**
EDUC 2204: Families Community Culture
ENGL 2210: American Cultural Studies
HIST 2201: Women in U.S. History [new course] – **approved** 10/28/2014
HIST 2249: World Regional Geography
HIST 2251: Latin America
HIST 2242: East Asian History
HIST 2254: Middle Eastern Civilization
HIST 2255: African History and Culture
IS 2202: The World Today: Introduction to Global Issues
[LANG] 2201: Intermediate [Language] I
[LANG] 2202: Intermediate [Language] II
PHIL 2250: Contemporary Moral Problems (proposed new course) – **remanded for resubmission as Objective 7 course, doesn’t fit Objective 9**
PHIL 2210: Introduction to Asian Philosophies
SOC 2201: Intro to Gender and Sexuality Studies [new course] – **approved** 10/28/2014
~~**WS 2201:** Introduction to Womens’ Studies~~ **Womens Studies program discontinued, course deleted**

*Courses approved by GERC in prior years for Objectives 7, 8 and 9 were not reviewed again since the rubrics and learning outcomes did not change under the new GEM guidelines. These courses are listed above without approval dates.

General Education Requirements Committee **Meeting Minutes**
Tuesday, January 13, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Karen Appleby, Sandi Shropshire, Andy Holland, Randy Norton, Tara Johnson, Janette Olsen, Jordan Withers

Ex-Officio: Margaret Johnson, Sarah Mead, Mary Hofle

Staff: Catherine Read

Guests: Jim DiSanza, Jacque Baergen

Excused: Jim Skidmore

Absent: Teresa Casey, Jim Wolper. Lori Austill

Discussion: Election of new officers for 2015/2016 year. Will call for nominations and elect Secretary at the 1/27 meeting.

Motion: Nominate Andy Holland for Chair

Approve: 7 Abstain: 1

Motion: Nominate Jim Skidmore for Vice Chair

Approve: unanimous

Important agenda items for next meeting:

- 1) Amend bylaws for meeting times: change to meet 2:30-4:30 2nd Tuesday of each month and additionally as needed.
- 2) Add Academic Advising Representative as a non-voting Ex-Officio member
- 3) Ask the Curriculum Council Representative to alert the College of Pharmacy about the open seat on GERC and to alert us when and who is appointed.

Outline of Meeting dates for Spring Semester 2015:

(Goal: put together Gen. Ed. Assessment Plan and develop examples of course-based review and assessment plan for departments)

January 27—review Assessment Plan on Google Doc

February 10—discuss revised version of plan

February 24—continue revised plan, develop final draft

March 10—incorporate feedback from departments

March 31—goal is to get Assessment Plan to Curriculum Council

April 14—revisit Objectives 7, 8, and 9

April 28—continue with Objectives 7, 8, and 9

Next Meeting: 1/27

Approved by GERC: January 27, 2015

Accepted by UCC: January 29, 2015

Accepted by Provost: March 18, 2015

General Education Requirements Committee **Meeting Minutes**
Tuesday, January 27, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Karen Appleby, Teresa Casey, Sandi Shropshire, Andy Holland, Randy Norton, Tara Johnson, Jim Skidmore, Janette Olsen, Jordan Withers, Jim Wolper

Ex-Officio: Margaret Johnson, Denise Volk (for Sarah Mead), Mary Hofle, Lori Austill

Staff: Catherine Read

Guests: Jim DiSanza, Jacque Baergen

Motion: Approve minutes from January 13, 2015

Approve: 9 Abstain: 2

Motion: Nominate Karen Appleby for Secretary

Approve: 10 Abstain: 1

Motion: Add an Academic Advising Representative as an Ex-Officio, non-voting member of the General Education Requirements Committee

Approve: Unanimous

Motion: Change GERC meeting times in Bylaws to 2:30 to 4:30 on the 2nd and 4th Tuesdays of each month and additionally as needed.

Approve: Unanimous

Discussion: Overall purpose and goals for assessment and the draft of the assessment plan. Andy Holland will incorporate suggestions and ideas mentioned into a revised draft for further discussion next time.

Adjourn: ~4:22 p.m.

Next meeting: Tuesday, February 10

Approved by GERC: February 10, 2015

Accepted by UCC: February 19, 2015

Accepted by Provost: March 18, 2015

General Education Requirements Committee **Meeting Minutes**
Tuesday, February 10, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Karen Appleby, Sandi Shropshire, Andy Holland, Randy Norton, Tara Johnson, Janette Olsen, Teresa Casey, Jim Skidmore, Jim Wolper

Ex-Officio: Margaret Johnson, Sarah Mead

Staff: Catherine Read

Absent: Jordan Withers, Lori Austill, Jacque Baergen

Guests: Jim DiSanza

Excused: Mary Hofle

Motion:

Approve minutes from January 27, 2015

Approve: unanimous

Discussion:

Margaret Johnson discussed Idaho's community colleges' proposal to the State Board regarding creation of a general education certificate. The Provost has requested feedback from GERC regarding if this would be something useful to pursue at ISU.

The Committee continued discussion of the revised Gen Ed Assessment Plan and the draft flowchart and a clean copy including revisions to date will be posted on Google Docs.

Adjourn: 4:06 pm

Next meeting: Tuesday, February 24, 2015

Approved by GERC: March 31, 2015

Accepted by UCC: April 9, 2015

Accepted by Provost: June 2, 2015

General Education Requirements Committee **Meeting Minutes**
Tuesday, February 24, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Karen Appleby, Sandi Shropshire, Andy Holland, Randy Norton, Tara Johnson, Jim Skidmore, Janette Olsen, Jordan Withers, Jim Wolper

Ex-Officio: Margaret Johnson, Sarah Mead, Mary Hofle, Jacque Baergen

Absent: Teresa Casey, Lori Austill

Staff: Catherine Read

Guest(s): Jim DiSanza

Discussion:

Minutes from February 10, 2015: deferred until next meeting

The Committee continued discussion regarding revisions to the Gen Ed Assessment Plan and assessment report due dates.

The final proposed Assessment Plan, flowchart and explanatory cover memo will be sent out to Department Chairs for their review and input. Committee members will collect feedback from their constituent chairs for discussion next meeting.

Adjourn: 4:15 pm

Next meeting: March 10, 2015

Approved by GERC: March 31, 2015

Accepted by UCC: April 9, 2015

Accepted by Provost: June 2, 2015

General Education Requirements Committee **Meeting Minutes**
Tuesday, March 10, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Andy Holland, Janette Olsen, Karen Appleby, Tara Johnson, Jim Wolper, Jim Skidmore, Sandi Shropshire, Randy Norton, Jordan Withers

Ex-Officio: Margaret Johnson, Sarah Mead, Mary Hofle

Excused: Teresa Casey; Jacque Baergen

Absent: Lori Austill

Staff: Catherine Read

Guest(s): Jim DiSanza

Discussion:

Minutes from 2/10/2015 and 2/24/2015 to be distributed for review

The UCC requests that GERC designate someone to attend every other UCC meeting and likewise, a UCC representative will attend every other GERC meeting.

Jim Skidmore, as next year's Vice Chair, will be GERC's representative to the UCC. Discussion regarding adding that responsibility to GERC's Bylaws as an amendment at the next meeting.

Motion: Amend bylaws to specify GERC vice chair attends UCC meetings (Thursday afternoons 3-5 pm) as needed, at least once a month.

Motion **tabled** until next meeting for vote.

GERC members will continue to solicit feedback from Department Chairs regarding the Gen Ed Assessment Plan and due dates.

Points for members to relay to Chairs:

- ISU is out of compliance with NWCCU accreditation requirements, so this HAS to be done
- This assessment process is only for Gen Ed Learning Outcomes, not for other course-specific outcomes
- Make sure to look at various templates of assessment plans
- Read Departmental Obligation Section
- Note deadlines, any conflicts with existing workload
 - Effective Fall 2015; Gen Ed assessment plans due Oct 1
 - Assessment plans for proposed new Gen Ed courses due Sept 10
 - Annual Reports due Nov 1
 - 5-Year Reports due Jan 7

Adjourn: 4:06 p.m.

Next meeting: March 31, 2015

Approved by GERC: March 31, 2015

Accepted by UCC: April 9, 2015

Accepted by Provost: June 2, 2015

General Education Requirements Committee **Meeting Minutes**
Tuesday, March 31, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Andy Holland, Janette Olsen, Karen Appleby, Tara Johnson, Jim Wolper, Jim Skidmore, Sandi Shropshire, Jordan Withers
Ex-Officio: Margaret Johnson, Sarah Mead, Jacque Baergen
Excused: Teresa Casey, Randy Norton; Lori Austill, Mary Hofle
Staff: Catherine Read
Guest(s): Jim DiSanza

Motion:

Approve Minutes from 2-10-2015, 2-24-2015, and 3-10-2015
Approve: unanimous

Motion:

Amend GERC Bylaws to specify: The GERC Vice Chair will attend UCC meetings at least once a month or more as needed.

Article IV – Officers and Meetings

...

C. Duties of the Officers

The Chair calls meetings, presides over meetings, and provides a report of the GERC's activities to the UCC. The Vice Chair serves in the absence of the Chair, and attends Undergraduate Curriculum Council (UCC) meetings (Thursday afternoon 3:00-5:00 p.m.) as needed, at least once a month. The Secretary records and distributes minutes of the GERC meetings.

Approve: **unanimous**

Motion:

For Objective 9: Add sexual orientation to bullet #2 Section 3 under Standards for evaluating student learning outcomes.

Approve: **unanimous** ([Appendix A](#))

Motion:

Amend Catalog where asterisk is after CLEPP to read: or other language

Approve: **unanimous** ([Appendix B](#))

Discussion:

Committee members are to continue dialogue with department chairs regarding the assessment plans.

Late Fall 2015/Early Spring 2016: Plan to revisit Objective 9 learning outcomes following the first round of assessments. Address revisions to Rubrics for Objectives 7-9. Consider LEAP guidelines, SBOE clarification, and ISU Strategic Plan for possible revisions to all Objectives.

Next meeting: April 14

Approved by GERC: April 15, 2015 via email vote

Accepted by UCC: April 16, 2015

Accepted by Provost: June 2, 2015

APPENDIX A

Objective 9 - Cultural Diversity

Rubric Components

1. All proposals must adhere to the standards set in the “General Rubric for Evaluating Proposals for All Objectives.”

2. Overall Standard for Courses Satisfying Objective 9:

Courses satisfying objective 9 should create an awareness and understanding of cultural diversity, or multiculturalism. Additionally, students should have the opportunity to develop sensitivity for diverse cultures. An appreciation for differences should be a significant goal, and Objective 9 courses should focus on relationships among people and the differences and/or similarities which are part and parcel to understanding different cultures. Where contributions have been made to American History/Culture, they should be identified.

3. Standards for evaluating student learning outcomes:

- Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts.
 - Is the course comparative in its intent, designed to instruct students in recognizing differences among at least two comparable cultural groups?
 - Does the course help students identify what characteristics are “defining” vs. simply incidental in shaping group identity, and does it explicitly ask students to consider what “culture” is?
- Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, ~~or~~ religion, or sexual orientation inherent in different cultures or communities.
 - Does the course use one or more attributes from the list as comparative cultural markers?
 - Does it provide students with appropriate academic vocabulary and background knowledge to describe the attribute (e.g., background on various sects, or field-specific terms to analyze linguistic differences)?
 - Does it explicitly teach causal methodology appropriate to the discipline (e.g., what are the psychological and social dynamics through which political positions influence culture?)?
- Apply knowledge of diverse cultures to address contemporary or historical issues.
 - Does the course explicitly use the descriptive and analytical understanding gained through the first two learning outcomes to discuss how diversity influenced a contemporary or historical problem/event/situation?

- Does it require students to discursively demonstrate (through a paper or substantive essay test question) that they can draw analytical conclusions based on concrete evidence?

4. Examples of Exemplary Proposals

APPENDIX B

General Education

The General Education Program

The General Education program at Idaho State University prepares students to be life-long, independent learners and active, culturally aware participants in diverse local, national, and global communities. As the foundation for all further studies, General Education promotes comprehensive literacy - including effective communication, mathematical, and technological skills; reasoning and creativity; and information literacy - and a broad knowledge base in the liberal arts.

General Skills and Abilities

Through completing the General Education program, students will be able to:

- Communicate effectively and clearly in standard written and spoken language;
- Use mathematical language and quantitative reasoning effectively;
- Think logically, critically, and creatively; and
- Locate relevant sources and use them critically and responsibly.

General Education Requirements: The Nine Objectives

All students must complete a minimum of 36 credits from the nine Core Objective areas as outlined below. All students must meet Objectives 1 through 6, Objective 9 and choose to meet either Objective 7 or 8.

If a student does not meet the minimum credits required (36) once all 9 Core Objective areas have been met, the student must complete additional coursework from any of the outlined Core Objective areas to meet the 36 credit minimum.

...

Objective 9, Cultural Diversity:

Minimum of one (1) course.* (3 credits)

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts;
- Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities; and
- Apply knowledge of diverse cultures to address contemporary or historical issues.

Courses satisfying Objective 9:

ANTH/SHOS 2201	Intermediate Shoshoni I	4
ANTH/SHOS 2202	Intermediate Shoshoni II	4
...		
SPAN 2201	Intermediate Spanish I	4
SPAN 2202	Intermediate Spanish II	4

*Credit by CLEP [or other language](#) exam does not fulfill Objective 9, the Cultural Diversity Objective.

General Education Requirements Committee **Meeting Minutes**
Tuesday, April 14, 2015
Faculty Senate Conference Room REND 301

Attendance: Cathy Peppers, Andy Holland, Janette Olsen, Karen Appleby, Teresa Casey, Randy Norton, Jim Wolper, Jim Skidmore, Sandi Shropshire, Jordan Withers

Ex-Officio: Margaret Johnson, Sarah Mead, Mary Hofle

Excused: Tara Johnson; Lori Austill, Jacque Baergen

Staff: Catherine Read

Guest(s): Jim DiSanza

1. Minutes for meeting 31 March

Motion: to approve. **Tabled** to vote via email.

2. Chair's announcements:

a. Congratulations to Andy and Cathy for Outstanding Teaching awards!

b. Clarify who will be rotating off GERC this year and remind those members to have replacement reps. notify Catherine and/or Andy so they can be added to GERC contact list.

Terms expiring this semester: **Peppers, Shropshire, Johnson, Withers, Mead, Hofle**

Jonathan Holmes holmjona@isu.edu -- will be the new Business rep

3. Continuing Business –

a. Reports from GERC members and discussion of comments on Assessment Plan draft collected from constituencies.

Members reported the feedback received from their various units. Several already collect assessment data as part of their accreditation requirements, and will simply incorporate gen ed assessment into their existing processes. Discussion of questions and concerns.

Council Chair and member reps will send reminder emails to everyone before the semester ends, and post the assessment plan on GERC's website.

• Discussion:

- Should Institutional Research be the responsible housing unit? Margaret said need to check with Selena Grace/Vince Miller. Individual units also will need to keep their own records. Keep the current draft wording that it goes to Academic Affairs.
- Need to clarify who is responsible for reports.
- GERC can make it clear that if the report does not get done, the course gets dropped as a gen ed.
- Bear in mind why this assessment is being done: have to gather evidence that the course meets gen ed requirements and outcomes are effectively being met. If the evidence is not there, cannot justify a course can continue as gen ed.

b. Objective Review Committee (ORC) composition:

Suggest GERC consult with the chairs of departments that have gen ed courses in the particular Objective, also include faculty from other colleges to help assess how well gen ed courses are preparing students to succeed in their programs. Discussion.

c. Grade data:

Opinions differ on the appropriateness of including grade data in 5-year departmental reports. Such data might aid ORCs to identify courses that fall short of expected rigor as they evaluate the array of offerings in each objective. However, some courses have legitimate reasons for skewed grade distributions, and grades could be misinterpreted as directly reflecting achievement of gen ed learning outcomes, which they do not. Make optional or provide clarifying text? Discussion.

Motion: to approve language including grade distributions in 5-year reports. (6 for, 3 against, 1 abstention.) **Approved.**

Motion: to approve the following changes:

Each 5-Year Report should include:

- A description of the methods used for assessment of each learning outcome, including an explanation of why these particular methods were chosen.
- An explanation of how the analysis was performed, including an appendix with copies of any rubrics developed for the purpose.
- A discussion of the major findings.
- A discussion of changes made and recommended on the basis of this assessment.
- An overall evaluation of the assessment process itself, explaining what was and was not effective, and providing recommendations for changes to the plan in the future.
- Access to assessment materials themselves, either as appendices or by other arrangement.
- Grade distributions within each course, including a discussion of results. These data will be used by ORCs to compare courses, not to assess learning outcomes.
- Other data points relevant to assessing the effectiveness of each course.

Approved with one abstention.

d. Assessment Plan

Discussion. Holland will incorporate the final changes into the Assessment Plan tonight. Minutes and the Assessment Plan will be sent to members tomorrow for review and approval via email vote in time for Thursday's UCC meeting. [Final Assessment Plan was approved by GERC and UCC, and is attached as an [Appendix](#) to these Minutes.]

3. **Future Business:**

- a. Essential Learning Outcomes: LEAP program from Assoc. of American Colleges & Universities – reference link: <http://www.aacu.org/leap/essential-learning-outcomes>. Item included as a reminder for future review of Objective learning outcomes.

4. Adjourn: 4:30 p.m.

Approved by GERC: April 15, 2015 via email vote
Accepted by UCC: April 16, 2015
Accepted by Provost: June 2, 2015

APPENDIX

General Education Assessment Plan

Approved by GERC on April 15, 2015 (via email vote)

Accepted as amended by Undergraduate Curriculum Council on April 16, 2015

Introduction

The General Education Program at Idaho State University prepares students to be life-long, independent learners and active, culturally aware participants in diverse local, national, and global communities. General Education promotes comprehensive literacy—including effective communication, mathematical, and technological skills; reasoning and creativity; and information literacy—and a broad knowledge base in the liberal arts. Through completing the General Education Program, students will be able to communicate effectively and clearly in standard written and spoken language; use mathematical language and quantitative reasoning effectively; think logically, critically, and creatively; and locate relevant sources and use them critically and responsibly.

The Idaho State Board of Education (SBOE) specifies that general education courses “prepare students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. Course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners” (III.N).

Goals of General Education Assessment

This General Education Assessment Plan describes two subjects of assessment: the achievement of general education learning outcomes in each general education course, and the effectiveness of the general education objectives and program overall. Assessment is performed to support the ultimate goal of refining individual courses and the general education program, and the plan outlined below is intended to guide this process while preserving the autonomy of departments to evaluate their own courses.

Overview

Individual departments are responsible for crafting Course Assessment Plans to assess the general education learning outcomes ([Appendix I](#)) for all the general education courses they offer. These plans will specify the course materials and student output to be collected, and the procedures for internal review of these materials and subsequent action within the department. After plans are approved by GERC, each department will carry out planned assessment internally, maintaining a collection of materials and filing a brief annual report with GERC summarizing its general education assessment activities. On a rotating 5-year schedule, departments will produce comprehensive assessment reports covering each of their offerings within a single objective. These reports will be evaluated by an Objective Review Committee (ORC) chaired by a GERC member and composed of departmental representatives specific to the objective under review. This group will report to GERC with

recommendations pertaining both to specific courses, and to the program of general education more generally. GERC will respond to these reports. GERC will also ~~and~~ perform a comprehensive program-level review of the entire general education program on a separate 5-year schedule.

Departmental Obligations:

Devise Course Assessment Plans: Each department that offers general education courses will develop an assessment plan for each of these courses. The plan will describe:

- procedures for collecting course materials such as syllabi, exams, and assignment prompts
- procedures for collecting direct assessment instruments (student work) such as major essays, capstone projects, or major exams
- correlation of assessment materials to specific general education learning outcomes (as opposed to other course outcomes)
- procedures for departmental review of assessment materials
- procedures, guidelines, or rubrics ensuring consistency in the evaluation process, which should encompass all mechanisms through which a department awards general education credit, including substantively different course sections, Early College Program courses, and exam credit

A template for this plan is provided in [Appendix II](#). For **new** general education courses, course assessment plans must be submitted with GERC and UCC proposals by September 19 of the academic year prior to proposed inclusion in the undergraduate catalog.

Execute Course Assessment Plans: As described in their Course Assessment Plans, departments will collect specified course materials—such as syllabi, exams, and assignments—and student work—such as exams, essays, and projects—each semester on an ongoing basis. Even if only one or two learning outcomes are assessed each year, the materials used for any part of the assessment must be collected and maintained during the assessment process in a FERPA-compliant manner. These materials will be reviewed internally within the department, and departments are expected to use these findings to improve both courses and assessment procedures where appropriate.

File Annual Reports: An annual report documenting the activities described above is due to GERC by November 1st each year. The report will include brief summaries of:

- general education learning outcomes reviewed in each course
- materials collected and assessed
- findings and/or related departmental actions

The report for each course should fill no more than one half page. A template is provided in [Appendix III](#).

Compose 5-Year Reports: The assessment cycle for each objective will be completed every five years, with one or two specific objectives cycling into focus each year. Detailed reports on all courses satisfying the reviewed objectives will be submitted to GERC by January 7th. No Annual Report is required during the year that a 5-Year Report is due, and departments offering multiple courses under a single objective are welcome to collect them in a single report if this is convenient.

5-Year Reports will describe the overall findings from the assessment process, including a description of the processes, a summary of the findings, recommendations for changes to be made to courses or to learning outcomes, and details regarding any changes already made. These reports should take into

account the information included in the Annual Reports, but should go beyond these to provide a complete assessment of each course as fulfilling the general education objective.

Each 5-Year Report should include:

- A description of the methods used for assessment of each learning outcome, including an explanation of why these particular methods were chosen.
- An explanation of how the analysis was performed, including an appendix with copies of any rubrics developed for the purpose.
- A discussion of the major findings.
- A discussion of changes made and recommended on the basis of this assessment.
- An overall evaluation of the assessment process itself, explaining what was and was not effective, and providing recommendations for changes to the plan in the future.
- Access to assessment materials themselves, either as appendices or by other arrangement.
- Grade distributions within each course, and discussion of these data. (This information will be used by Objective Review Committees to compare course offerings within an objective, not to assess learning outcomes.)
- Other data relevant to assessing the effectiveness of each course.

Although comprehensive, this report should be limited to seven pages, excluding appendices. A template is provided in [Appendix IV](#). All materials reviewed as part of this report must be retained by the department for future use in the General Education Assessment process. This report and related materials will be used as part of overall assessment of the general education program.

Appoint Representative(s) to Objective Review Committee(s). Objective-wide course review and preliminary program-level assessment will be performed by committees including one representative from each department or program involved in the given objective. Departments will appoint representatives to these committees when filing their 5-Year Reports.

GERC Obligations:

Approve Course Assessment Plans: These reports will be reviewed by GERC, which may provide feedback on their content and request revisions prior to approving them. Upon approval, copies will be sent to UCC, and then Academic Affairs for appropriate recordkeeping.

Review Annual Reports: GERC will review all annual reports and will vote to accept them as complete. GERC will then inform the departments of any questions or observations about the report. Upon acceptance, annual reports will be forwarded to UCC for approval and filing with Academic Affairs.

Convene Objective Review Committees: During the same year that 5-Year Reports are submitted for a given objective, GERC will appoint a chair from among its own members and solicit one representative from each department offering a course within the objective to form an Objective Review Committee (ORC, described below).

Respond to ORC Reports: Members of GERC will review the findings in the ORC Reports (described below) and discuss all of the recommendations made. GERC will then determine whether to pursue any changes to the general education courses, to the general education objectives, or to the stated learning outcomes for any of the objectives, appending GERC recommendations to the ORC

Report and forwarding it to UCC. Any recommended changes to learning outcomes for objectives established by the Idaho State Board of Education will eventually be forwarded to ISU's representatives on the SBOE's general education discipline groups.

Assess General Education Program Comprehensively: In addition, every 5 years GERC will use ORC Reports as starting points for a comprehensive review of ISU's general education program. This review will consider the effectiveness of all objectives in meeting the overall goals for general education, and whether course offerings in each objective are sufficient to meet student needs. Findings will be described in a Comprehensive General Education Assessment Report to be approved by UCC and filed with Academic Affairs. If changes are deemed appropriate in the current objectives, a more extensive campus-wide review would ensue.

Objective Review Committee Obligations:

Assemble with Appropriate Membership: For each objective, an Objective Review Committee (ORC) will be formed every five years to evaluate the courses of the objective and its learning outcomes. The membership of each ORC will include one representative from each department or program that offers a general education course in the objective, who will be recommended by the department chairs of these units. A representative from GERC will serve as the chair of the ORC, and should convene the committee at the beginning of spring semester. Each ORC will have a minimum of 3 members; GERC will recruit any additional members needed in consultation with department chairs.

Review Assessment Materials: Objective Review Committees will review, at a minimum, the 5-Year Departmental Objective Review Report and Annual Reports from each department. These will include syllabi for all unique sections of all courses meeting the objective, assignments and exams used in course assessments to determine if students are meeting expectations, and descriptions of any other modes by which students are awarded credit for these courses. ORCs may also use previous ORC and GERC reports, when available, and may request additional materials.

Compose Reports: After performing the review described above, each ORC will reach findings as to whether the courses currently in its objective have been adequately assessed, whether these courses are fully meeting the learning outcomes, and whether the learning outcomes themselves are in keeping with the spirit of the objective. These findings and resulting recommendations will be reported to GERC following the template provided in [Appendix V](#). Reports from ORCs are due to GERC and to the Associate Vice President for Undergraduate Affairs by March 1st.

The Uses of Assessment Results

The assessment results are to be used primarily at the department level to identify courses that should be modified in order to better meet the requirements of general education, or removed from the GEM curriculum because of poor alignment with its learning outcomes. Objective-wide review may also result in either of these recommendations. In addition, program assessment may lead to recommendations to adjust the learning outcomes for an objective or to eliminate an objective altogether. The specific findings of the assessment process will direct the next steps in the process—whether recommendations are made to an academic department, to Curriculum Council, to Academic Affairs, or to the State Board of Education.

In addition, a description of the assessment process and its results will be provided to the Associate Vice President for Institutional Effectiveness who is responsible for ensuring that ISU is meeting the accreditation requirements set out by the Northwest Commission on Colleges and Universities (NWCCU).

Appendix I. General Education Requirements and Learning Outcomes

GEM Objectives 1-6 are determined by the Idaho State Board of Education, and Objectives 7-9 are established by ISU.

Objective 1, Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
2. Adopt strategies and genre appropriate to the rhetorical situation.
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
5. Address readers' biases and assumptions with well-developed evidence-based reasoning.
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.

Objective 2, Oral Communication: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.
6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Objective 3, Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.

1. Read, interpret, and communicate mathematical concepts.
2. Represent and interpret information/data.
3. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
4. Apply quantitative reasoning to draw and support appropriate conclusions.

Objective 4, Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
2. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
3. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
4. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
5. Interpret artistic and/or humanistic works through the creation of art or performance.
6. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
7. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

Objective 5, Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.

1. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
2. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
3. Interpret and communicate scientific information via written, spoken and/or visual representations.
4. Describe the relevance of specific scientific principles to the human experience.
5. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

Objective 6, Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Objective 7, Critical Thinking: Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Formulate/frame problems and analyze how others do so.

2. Recognize and apply appropriate practices for analyzing ambiguous problems.
3. Identify and apply relevant information for problem solving.
4. Create, analyze, and evaluate/interpret diverse perspectives and solutions.
5. Establish a reasoned framework for drawing conclusions and/or recommending solutions.
6. Effectively articulate the results of a thinking process.

Objective 8, Information Literacy: Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Determine the nature and extent of the information/data needed to accomplish a specific purpose.
2. Identify sources and gather information/data effectively and efficiently.
3. Evaluate credibility of sources and information/data.
4. Understand the economics, ethical, legal, and social issues surrounding the creation, collection, and use of information/data.
5. Use information/data effectively to accomplish a specific purpose.

Objective 9, Cultural Diversity: Upon completion of a course in this category, students are able to demonstrate the following competencies:

1. Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts.
2. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities.
3. Apply knowledge of diverse cultures to address contemporary or historical issues.

Appendix II: Course Assessment Plan Template

Each course should have its own, free-standing assessment plan, although methods may be replicated across courses within a department where appropriate.

- A. Course: Objective:
- B. Assessment Method(s):
1. When will each learning outcome of the objective be assessed?
 2. What direct (e.g. student work such as essays, exams) and indirect (e.g. syllabi, assignment prompts) instruments will be used?
 3. How are the assessment instruments evaluated? Specify the criteria used, and rubrics, if any.
- C. What is the method for compiling/tabulating assessment results?
- D. What is the process for evaluating and interpreting those results?
- E. How will the department translate the findings into curriculum changes or adjustments to the assessment process?
- F. Do you have any suggestions for changes to the learning outcomes that would simplify their use in the assessment process while retaining their original intent?

Appendix III: Annual Assessment Report Template

Describe activities conducted in accordance with departmental general education course assessment plans. (Note that it is not necessary to assess all learning outcomes in a course every year or to act on all assessment findings every year.) [Collection of these data is currently envisioned as occurring through a simple online form.]

Course and Format	General Education Objective & Learning Outcome	Assessment Instruments Collected	Findings/Actions

Appendix IV: 5-Year Report Template

Items in section A should be addressed for every course the department offers in the objective under review; courses may be treated individually or combined into one report if appropriate. Items B and C need be addressed only once for the objective under review.

Objective:

Department:

Representative to Objective Review Committee:

Course(s):

- A. For each general education learning outcome that the course aims to achieve:
 - 1. Describe the specific assessment instrument(s) used to address the learning outcome.
 - a. Include full question text or assignment instructions, which may be included as an appendix.
 - b. Include a description of the timing of the assessment and the groups that were assessed.
 - c. Describe the criteria used to evaluate each assessment instrument, and how this evaluation was performed.
 - d. Describe the application of this or comparable assessment to any students earning credit for the class via early college program or test credit.
 - 2. Describe the findings regarding the learning outcome, and overall conclusion as to the effectiveness of the class in achieving the learning outcome in question.
 - 3. Describe any changes made or proposed to better meet learning outcomes.
 - 4. Describe any changes made or proposed to assessment procedures themselves.

- B. Do you see any incongruities between the learning outcomes and the spirit of the objective? If so, how would you suggest the learning outcomes be modified?
- C. Do you believe that the objective currently serves an optimal role in the broader general education program? If not, how could its contribution be improved?

Appendix V: Objective Review Committee Report Template

Objective:

Objective Review Committee Membership:

- A. Evaluate the assessment plan for each course, together with its implementation. Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.
- B. Evaluate the assessment *outcome* for each course. To what extent are students in each course satisfactorily achieving the learning outcomes for the objective? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.
- C. Evaluate the list of courses currently approved to satisfy the objective. To what extent does the current list contribute to a strong, coherent system of general education. Would a reduction or increase in the number or variety of courses in this objective strengthen the overall system? Provide a brief summary of the Committee's findings. Describe any recommended changes.
- D. Evaluate the stated learning outcomes of this general education objective. Are there any problems with the learning outcomes as currently described, or ways in which they might be improved? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.
- E. Evaluate the objective itself and its place within the system of general education. To what extent does the objective, in its current form, contribute to a strong overall system of general education? Are there ways in which the objective could be modified to improve it? Could the system be improved with its elimination or replacement? Provide a brief summary of the Committee's findings in this area. Describe any recommended changes.

