

**General Education Committee
Minutes**

January 27, 2020

Present: Tien Chih
Melinda Tilton
Matt Queen
Emily Arendt
Cori Day
Brian Gurney
Megan Thomas
Kathleen Thatcher (ex-officio)

Bernie Quetchenbach
Jason Comer
Josh Hill
Leanne Gilbertson
Will Hobbs
Lance Mouser
Naomi Norris (student)

Absent: Randi O'Brien*
*excused

Guest: Anne Cole

Melinda Tilton called the meeting to order at 3:00 p.m. in McMullen 305.

The minutes of December 2 & 10 were accepted as presented.

I. ANNOUNCEMENTS

Tien Chih stated that he applied for and was awarded an MUS Regent Teaching Scholars grant. He is going to recruit a group of faculty who teach Gen Ed courses to include high impact practices into their courses. His goal is to recruit four to six faculty to develop experiential projects to include in Gen Ed courses. If anyone is interested, let him know.

II. DISCUSSION/ACTION ITEMS

A. Gen Ed Re-Envisioning and Course Clean Up: Anne Cole and Leanne Gilbertson

First of all, Dr. Gilbertson noted that many of the courses they had originally thought to be non-transferable turned out to transfer just fine.

They are looking to capitalize on what we are already doing while we change the language we use to describe Gen Ed. The group also discussed changing and combining categories to focus on learning outcomes instead of categories.

It was noted that updating how our Gen Ed is structured is a great idea and will align us with national trends, but just changing the structure will not change how students think about Gen Ed. The real issue is communicating the purpose of Gen Ed to students. It was suggested that the best place to do that will likely be a first-year seminar course. Theoretically, faculty teaching Gen Ed courses are explaining the purpose of Gen Ed to students, but in reality many are not. Restructuring Gen Ed to focus on outcomes rather than categories will (hopefully) change how faculty teach those courses, but hinging a new program on faculty changing their courses is not the best plan. We need a better message to students at the outset, and we need a meaningful faculty orientation.

Many universities structure their Gen Ed around a theme that can be carried through the student's major courses as well. This theme can start with the first year experience course, or even with first contact with students, before they have even registered. It was noted that our problem may not be solved with good communication and marketing, because we are dealing with a cultural idea that one goes to college to get a job, and anything beyond that is extraneous.

It was noted that our current Gen Ed structure is built not to promote learning, but to generate FTE. Areas have been allocated resources so they can meet the requirements, and courses in Gen Ed with lower enrollments will not have the resources to handle a large influx of students. If we choose to include a first year experience and capstone in Gen Ed, how will those courses be taught in faculty loads?

In regards to courses to clean up (list attached to these minutes), eleven courses are not being offered. However, two of those are in the process of being deleted, and one is only offered in summer. Five Gen Ed courses do not transfer, but this number is much lower than initially thought.

The GEC agreed that members will fill out paperwork and speak with the departments about removing the courses not being offered, unless they have an explanation why the courses should remain in Gen Ed.

B. CourseLeaf Summary

The electronic course form is now a combination of all our existing paper course forms: the new course, the change course, and the Gen Ed course.

C. Discussion of Results of Student Focus Groups

The faculty teaching Gen Ed need to be the messengers of the Gen Ed purpose. Getting that message out will deal with many of the criticisms in the focus group results. We likely need training for all faculty who teach Gen Ed, but then we run into the issue of part-time instructors who may not even reside in Montana. Also, some part-time instructors don't know they are teaching until the last moment. We will need strategically planned communications for the rollout of a revised Gen Ed program.

D. Request for Gen Ed Syllabi

Since the GEC agreed that the biennial reviews are not working, instead we will collect syllabi for all Gen Ed courses. It was agreed that we will request a department or representative syllabus for each course, should it be offered in different modalities. We will also request for each course one key artifact/project that demonstrates a Gen Ed learning outcome. The Co-Chairs will draft a letter for the Committee's review.

The meeting adjourned at 4:17 p.m.

Respectfully submitted, Rita J. Rabe Meduna.

MSUB Strategic Action Plan

Sub Objective: 1.4 Reimagine general education to enhance student learning.

Re-Imagining General Education (Overview)

Desired Outcome: Revise general education to more clearly meet student learning outcomes and to foster communication skills, problem solving skills, critical thinking skills, and respect for diversity.

Proposed Action: Move to an integrative model that fully utilizes the strengths of MSUB and its faculty to enhance student learning.

General Education courses are offered in two major categories:

- I. Core Learning Skills Courses (CLS)
- II. Critical Inquiry & Experiential Learning Courses (CI or EL)

In addition, high-impact courses are embedded in two ways:

1. An entry point first-year seminar led by a faculty member
2. An exit point through a capstone course that could be fulfilled either through a general education or degree-seeking course.

General Education requirements remain at 31 cr. total and are distributed within two major categories as follows:

I. Core Learning Skills Courses (CLS)—16 cr.

Intended for all first-year students to develop foundational skills for college-level discourse and academic success, CLS courses provide a learning environment that fosters communication skills, problem solving skills, critical thinking skills, and respect for diversity in a supportive and collegiate manner. Courses are designed to initiate students as participants in the life-long pursuit of human knowledge and understanding. A faculty-taught first-year seminar that meets the learning outcomes for each category may substitute for one of these courses.

CLS1. Written and Oral Communication—6cr.; 3cr. in each sub-category

CLS2. Numerical Reasoning—3cr.

CLS3. Scientific Inquiry—3 or 4cr. (*lab component or no? TBD*)

CLS4. Global Perspectives—3cr.

II. Critical Inquiry and Experiential Learning Courses (CI or EL)—15 cr.

Courses in this category emphasize the methods used to discover, create, and advance the factual and theoretical knowledge of various academic disciplines.

Critical inquiry courses (CI) require at least one major student-created artifact based on applying methods of inquiry appropriate to the discipline. These artifacts are added to the student's e-portfolio.

Experiential Learning courses (EL) require students to have individual experience in the research and/or creative process to generate a scholarly product.

Lower-division in this category introduce students to the various academic disciplines. A faculty-taught first-year seminar that meets the learning outcomes for the category may substitute for one of these courses.

Upper-division (200 and up) courses are intended as a capstone experience for general education and/or the major.

All students must take at least one (1) CI or (1) EL course in each of the following 4 areas for a total of 15 cr. As part of this requirement students must complete at least one (1) EL course in the area of their choice for a minimum of 3cr. The capstone or senior-thesis in a student's major may qualify.

CI/EL Arts & Humanities—3 cr. min.

CI/EL Natural Sciences—3 cr. min.

CI/EL Social Sciences & History—3 cr. min.

CI/EL Cultural Diversity—3 cr. min.

GENERAL EDUCATION REQUIREMENTS

CATEGORY I: GLOBAL ACADEMIC SKILLS 9 credits

Students are required to take one course from each subcategory

Subcategory A - Mathematics 3 credits

M	105	Contemporary Mathematics	3
M	114	Extended Technical Mathematics	3
M	121	College Algebra	3
M	122	College Trigonometry	3
M	130	Mathematics for Elementary Teachers I	3
M	140	College Math for Healthcare	3
M	143	Finite Mathematics	4
M	161	Survey of Calculus	3
M	171	Calculus I	4
STAT	141	Introduction to Statistical Concepts	3
STAT	216	Introduction to Statistics	4

Subcategory B - English 3 credits

WRIT	101	College Writing I	3
WRIT	121	Introduction to Technical Writing	3
WRIT	122	Introduction to Business Writing	3
WRIT	201	College Writing II	3
WRIT	220	Business & Professional Writing	3
WRIT	221	Intermediate Technical Writing	3

Subcategory C- Communication & Information Literacy 3 credits

BMIS	150	Computer Literacy	3
COMX	111	Introduction to Public Speaking	3
COMX	115	Introduction to Interpersonal Communication	3
LSCI	125	Research in the Information Age	3

CATEGORY II: NATURAL SCIENCES 6 cr. lecture & 1 cr. lab

Students are required to take one course from each subcategory and at least one corresponding lab or Integrated Sciences

Subcategory A - Life Sciences 3-4 credits

BIOB	101	Discover Biology	3
BIOB	102	Discover Biology Lab	1
BIOB	121	Fundamentals of Biology for Allied Health	3
BIOB	122	Fund of Biology: Evolution, Ecology, and Biodiversity	3
BIOB	123	Fund of Biology: The Nature of Nutrition	3
BIOB	160	Principles of Living Systems	3
BIOB	161	Principles of Living Systems Lab	1

Subcategory B - Physical Sciences 3-4 credits

ASTR	110	Introduction to Astronomy	3
ASTR	111	Introduction to Astronomy Lab	1
CHMY	121	Introduction to General Chemistry	3
CHMY	122	Introduction to General Chemistry Lab	1
CHMY	141	College Chemistry I	3
CHMY	142	College Chemistry Laboratory I	1
GEO	101	Introduction to Physical Geology	3
GEO	102	Introduction to Physical Geology Laboratory	1
GPHY	111	Introduction to Physical Geography	3
GPHY	112	Introduction to Physical Geography Lab	1
PHSX	103	Our Physical World	3
PHSX	104	Our Physical World Lab	1
PHSX	205	College Physics I	3
PHSX	206	College Physics I Lab	1
PHSX	105	Fundamentals of Physical Science	3
PHSX	106	Fundamentals of Physical Science Lab	1

Integrated Sciences
SCIN 101, 102, 103, 104 Integrated Sciences 3, 1, 3, 1

already felt - minor

No one takes these ^{for core} because they only need 100 level for core

Has not been offered for at least 2 years

Does not transfer to MSU's Gen Ed core ~~PREREQ~~

CATEGORY III: SOCIAL SCIENCES AND HISTORY 6 CREDITS

Students are required to take one course from each subcategory

Subcategory A - Social Sciences 3 credits

ANTY	217	Physical Anthropology & Archeology	3
BGEN	105	Introduction to Business	3
COMX	106	Communicating in a Dynamic Workplace	3
ECNS	201	Principles of Microeconomics	3
ECNS	202	Principles of Macroeconomics	3
EDU	105	Education and Democracy	3
GPHY	141	Geography of World Regions	3
HTH	110	Personal Health and Wellness	3
PSCI	210	Introduction to American Government	3
PSCI	220	Introduction to Comparative Government	3
PSYX	100	Introduction to Psychology	3
PSYX	231	Human Relations	3
SOCI	101	Introduction to Sociology	3
SOCI	201	Social Problems	3

Subcategory B - History 3 credits

HSTA	101	American History I	3
HSTA	102	American History II	3
HSTR	101	Western Civilization I	3
HSTR	102	Western Civilization II	3
HSTR	103	Honors Western Civilization I	3
HSTR	104	Honors Western Civilization II	3
PSCI	230	Introduction to International Relations	3

CATEGORY IV: CULTURAL DIVERSITY 3 credits

A&SC/WGSS	274	Women, Culture, and Society	3
ANTY	220	Culture and Society	3
ARTH	160	Global Visual Culture	3
COMX	212	Introduction to Intercultural Communication	3
GPHY	121	Human Geography	3
HTH	270	Global Health Issues	3
LIT	230	World Literature Survey	3
MUSI	207	World Music	3
NASX	105	Introduction to Native American Studies	3
NASX	205	Native Americans in Contemporary Society	3
PHL	271	Indian Philosophies and Religions	3
PHL	272	Chinese Philosophies and Religions	3
REHA	201	Introduction to Diversity in Counseling	3
RLST	170	The Religious Quest	3
SPNS	150	The Hispanic Tradition	3

CATEGORY V: ARTS & HUMANITIES 6 credits

Students are required to take one course from each subcategory

Subcategory A - Fine Arts 3 credits

ARTZ	101	Art Fundamentals	3
ARTZ	105	Visual Language-Drawing	3
ARTZ	131	Ceramics for Non-majors	3
CRWR	240	Intro Creative Writing Workshop	3
FILM	160	Introduction to World Cinema	3
LIT	270	Film & Literature	3
MART	260	Computer Presentation and Animation	3
MUSI	101	Enjoyment of Music	3
MUSI	114	Band: MSUB Symphonic	1
MUSI	131	Jazz Ensemble I: MSUB	1
MUSI	147	Choral Ensemble: University Chorus	1
PHOT	154	Exploring Digital Photography	3
THTR	101	Introduction to Theatre	3
THTR	120	Introduction to Acting I	3

Subcategory B - Humanities 3 credits

ARTH	150	Introduction to Art History	3
HONR	111	Perspectives and Understanding	3
LIT	110	Introduction to Literature	3
LIT	240	The Bible as Literature	3
PHL	110	Introduction to Ethics	3
PHL	111	Philosophies of Life	3
PHL	254	People and Politics	3