# General Education Committee Annual Report, 2018-2019

## General Education Committee Members

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| Faculty Representatives James Randall, Music (2019) Chair Paul Muench, Philosophy (2019) Brad Clough, Liberal Studies (2019) Greg Peters, Missoula College (2019) Anna Sala, DBS (2020) Steven Schwarze, Communication Studies (2021) Amy Ratto-Parks, English (2021) Ray Fanning, Radio-TV (2021) Keith Graham, Journalism (2021) | Student Members Daniel Parsons Alexandra Akmal Zoe Nelson |

### Additional Representatives (Ex-Officio)

Nathan Lindsay, Vice Provost  
Joe Hickman, Registrar  
Brian French, Executive Director, Office of Student Success

## Responsibilities outlined in the Faculty Senate Bylaws

The primary responsibility of the General Education Committee is ongoing evaluation and assessment of the appropriateness and effectiveness of the general education requirements and criteria. The General Education Committee acts as an advocate for general education, proposes revisions to its requirements and criteria, reviews proposals, and ensures that all general education requirements are feasible within campus constraints, Board of Regents policies, and legislative actions.

## General Education Course Review

In the fall the Committee reviewed and approved 11 new general education courses and 1 one-time only course. The rolling review was again postponed due to programs working on staffing plans. The Committee approved the symbolic systems requirement for the Geography BS prior to 48 credit rule implementation. Members were sent the details of the request prior to the meeting. The symbolic systems requirement for the Geography BA was statistics, but the understanding of the program was that the suggested requirement for the Geography BS was Calculus.

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| Dept | Course | Title | Group |
| Art | ARTH 150X | Introduction to Art History | Cultural & International |
| MC-AAS | HSTA 150Y | Veteran's Experience | Democracy & Citizenship |
| Sociology | SOCI220Y | Race, Gender, and Class | Democracy & Citizenship |
| EVST | ENST 225Y | Sustainable Communities | Democracy & Citizenship |
| MC- Business Technology | LEG 184E | Legal Ethics | Ethics and Human Values |
| Philosophy | PHL 191E | Neuroethics | Ethics and Human Values (one-time-only) |
| Art | GDSN 149A | Digital Imaging I | Expressive Arts |
| Art | ARTH 150H | Introduction to Art History | Historical Studies |
| Media Arts | MART 201H | The History of Technology in Digital Arts | Historical Studies |
| MC-AAS | HSTA 150H | Veteran's Experience | Historical Studies |
| MC- AAS | BIOB 210N | Communication of Biology | Natural Science |
| EVST | ENST 225S | Sustainable Communities | Social Science |

The General Education Committee was alerted that HONR 320E ***Research Portfolio Seminar*** which was submitted for a title change to *The Art of Inquiry* may no longer meet the criteria of the Ethics designation. The course was not submitted during the last review cycle in 2016, but the E is still on the course in error. The Honors College desired the course to retain the designation and submitted a form in the spring. The course was significantly improved with guidance from Professor Muench. It will be team taught by teaching fellows, so there will be continuity from year to year with the previous year’s fellow mentoring the new fellow.

Policy and Procedure Items  
  
The following revised policies were a carryover from last May and were approved at the September Faculty Senate meeting.

* [Revised Requesting Reconsideration of Rejected Curriculum Proposal (201.30.4)](https://www.umt.edu/facultysenate/documents/FSDocs17-18/201-30.-4_ReconsiderationRevised-4-12-18.docx)
* Revised [General Education Subcommittee Responsibilities (202.4.1)](http://www.umt.edu/facultysenate/procedures/ASCRC_200/GenEdSubcommitteeResponsibilities202.4.1_9-20-18.docx)/ [Rationale](http://www.umt.edu/facultysenate/documents/FSDocs18-19/RationaleSubResp5-3-18.pdf) / [Old procedure](http://www.umt.edu/facultysenate/procedures/ASCRC_200/202.4.1_GenEdSubResponsibilities.docx)

ASCRC Chair Hendrix presented the [Proposal to revise Natural Science General Education Group](http://www.umt.edu/facultysenate/documents/FSDocs17-18/GenEd-computing-proposal-5-3-18.docx) as information at the September Faculty Senate meeting. The motion failed after discussion at the October meeting. Computer Science is important for all students and should be explored as a separate competency.

## UM Core Pilot

The administration asked Faculty Senate to work on a UM Core Pilot. Rather than establish a Taskforce, ECOS charged the General Education Committee with this task. Originally the administration wanted the pilot to be an option for incoming students fall 2019. After the Chronicle of Higher Education published its guide: *Reforming Gen Ed: Strategies for Success on Your Campus* which stressed the importance of not rushing the process, the committee was given another year. Time is needed for criticism, which can be incorporated into implementation, and an understanding of how the structure will work before it is implemented.

Over the summer Chair Randal met with Interim Provost Paul Kirgis, who provided some guiding principles for developing the pilot. It should be simpler, have fewer credits, and have an interdisciplinary component. It should work well with transfer students, so the committee should consider the [MUS Core](https://mus.edu/Transfer/MUScore.asp) and the [Interstate Passport](https://interstatepassport.wiche.edu) and incorporate UM Ways and the Communities of Excellence (various items to consider appended). It should also focus on critical skills for students to be successful in life. Provost Harbor attended the [October 3rd meeting](http://www.umt.edu/facultysenate/committees/gened/minutes/GE_min18-19/GE10_3_18.pdf). President Bodnar and Provost Harbor attended the January 30th meeting. The administration does not want the committee to be concerned about the impact to departments’ student credit hours. Also, the UPC’s suggested UM Ways does not necessarily need to be incorporated.

Members investigated general education models at other universities and a [Box folder](https://umt.box.com/s/q2y4twhoiewk3ffubnhixmtprztnezyl) was created for the various materials. The materials were reviewed and several alternative models were discussed. General education courses should promote understanding and provide a holistic view of how disciplines affect everyone’s life, such as Science and Society, rather than the 101 model. Faculty will need to be compensated for developing new interdisciplinary courses.  
  
ASUM General Education Feedback Group surveyed students, but the sample size was relatively small (23) and included students that happened to be in the UC and willing to take the survey. Other participants included recent graduates. The questions and summary results are appended.

A qualtrics survey was created to collect faculty feedback. The comments indicate that many faculty are not familiar with the current general education requirements. The responses are divided about whether change is needed at this time. Many faculty identified flexibility of student choice as important.   
  
The current culture on campus that stresses student credit hour is not conducive to interdisciplinary innovation. The Committee considered charging the administration with providing a model that incentivizes interdisciplinary courses and does not harm departments that participate.   
  
Vice Provost Lindsay asked that the First Year Seminar be incorporated into the UM Core. Subcommittees on Freshman Experience, Categories, and Learning Outcomes were established in the spring to work on various aspects of the UM Core. Two open forums were held to get faculty input. The First-year Experience Subcommittee proposed making a freshman seminar required. It was not approved. The committee agreed the pilot should continue with the COLS 194 courses and improved coordination with the other freshmen experience courses (list appended) to establish better fleshed out learning outcomes and more opportunity for experiential learning.  
  
The committee discussed the feedback from the open forums and identified areas that need to be addressed in the working model.

* + Identify where language, cultural diversity, intermediate writing, study abroad, and experiential learning fit in the revised categories.
  + Explain the difference between GLI Courses and the interdisciplinary core.
  + Address the SCH fear by offering suggestions to the administration
  + Show how the model can map to the existing program
  + Address whether double dipping would still be allowed
  + Push back on including additional areas in the skills requirement (communication and ethics). Could these be distributed across the breadth of knowledge courses

A chart of how the draft might map to the current program and the MUS Core was reviewed (appended).

The Chair of the General Education Committee, James Randall met with ASCRC on 10/3/18, 10/30/18, 2/12/19 and 3/19/19 to discuss the progress of the UM Core Pilot Program. He also met with ASUM on 3/13/19. The items below were presented to the Faculty Senate.   
  
[UM Core Pilot Forum Slides](https://umt.box.com/s/mmvho8nih390tkkp9bpgbctli7avhhl0) (4/18/19)

[Draft UM Core Pilot](http://www.umt.edu/facultysenate/documents/FSDocs18-19/UMCorePilot1.pdf) /[Survey Results](http://www.umt.edu/facultysenate/documents/FSDocs18-19/um_core_pilot_survey_data.pdf) (12/6/18)

[Draft UM Core Pilot /](http://www.umt.edu/facultysenate/documents/FSDocs18-19/CorePilotDraft11-8-18.pdf)[Survey](https://umt.co1.qualtrics.com/jfe/form/SV_cHj8LO4qs44mq57) (11/8/18)

## Appendix Items to consider in developing UM CORE

**UM CORE**

<http://www.umt.edu/planningassessmentcontinuum/Planning/UPCProcess/mission-identity.php>

\*Our pilot program doesn’t have to satisfy every area of the UM Core, but it shouldn’t be at odds with it.

UM Ways (I think administration has moved away from “Montana” in title, but the “ways” remain)

Ways of Communicating

Ways of Creating

Ways of Knowing

Ways of Living

Communities of Excellence

Artistic Expression & Communication

Business & Entrepreneurship

Environment & Sustainability

Health & Human Development

Justice, Policy & Public Service

Science & Technology

**GE/Core Systems that we might consider adopting, modifying (cross-pollinating?) for the pilot:**

MUS Transfer Core (Montana University System)

<https://mus.edu/Transfer/MUScore.asp>

Our Current GenEd Requirements

<http://catalog.umt.edu/academics/general-education-requirements/>

Interstate Passport (WICHE: Western Interstate Commission for Higher Education)

<https://interstatepassport.wiche.edu>

Strategic Vision 1.1: Reinvent the Heart of the Curriculum

<http://www.umt.edu/strategy/strategic-vision/opportunities/reinvent.php>

GLI (Global Leadership Initiative)

<https://www.umt.edu/gli/about/default.php>

Open Educational Resources (open source textbook and instructional resources)

<https://libguides.lib.umt.edu/oer/resources>

\*Not a GE system per se, but we discussed the possibility that UM Core Pilot might attract students to the university and the program if we required courses to use open source materials rather than commercial textbooks

[ASUM’s General Education Feedback Group Survey](https://docs.google.com/forms/d/e/1FAIpQLSfeeWNJrBlt64a1UjXR3uV5GXaQcv4pPaODFrNIYB2jfMZTNg/viewform) – results summary

Only 9.6% of students rated the GE program currently as hard to understand, with an additional 36% noting that the program is somewhat difficult to understand. 53.8% of students believe that the credit load should be reduced to 31 credits or less, with the second strongest plurality at 26.9% supporting 31-35 credits. 59.6% of students support the GE program remaining on the 4.0 scale, compared to a pass/fail system. 54.9% of students support the GE requirements being shaped around skillsets, as compared to the current category designations. A vast majority, 75%, are in favor of the ethics requirement remaining a part of the GE program (which makes me so happy). A slimmer majority, 52.9%, would like the foreign language requirement to be enforced as a part of the new gen ed program. Finally, 66.7% of students believe that the freshman seminar should not be included as a gen ed requirement.   
  
The last portion of the survey was left open for feedback. One of the major factors contributing to any sort of dissatisfaction with the GE program is the lack of communication as to how the GE will fit into a holistic education. Instead of just asking students to trust that the Universities Gen Ed policy is pedagogically sound, instead we should focus on convincing students that the GE program will benefit them, both as individuals and as students. It is also critical that the Gen Ed committee not be interested in enrollment/retention. There is no evidence to support the claim that students are leaving school because of Gen Eds, and having a strong program educationally is critical to recruiting new students.

## First Year Seminar—Fall 2019

Inventory of Current Classes (Fall 2018 had 901 students enrolled, or 77% of first-year students)

* AASC 100, Introduction to the University Experience
* AASC 101, Study and Learning Strategies
* HONR 120 (Intro to Honors) – Fall 2019: 9 sections (20 average seat capacity per section; 1 section 35 capacity); Fall 2018: 145 students enrolled
* C&I 194 (Freshman Seminar I) -  Fall 2019: 25 sections (35 capacity); Fall 2018: 407 students enrolled
* HUSC 194 (H&S Freshman Seminar) - Fall 2019: 13 sections (average capacity 30); Fall 2018: 121 students enrolled
* DANC 194 (Freshman Seminar) - Fall 2019: 1 section (30); Fall 2018: 9 students enrolled
* THTR 194 (Seminar: First Year) - Fall 2019: 1 section (60); Fall 2018: 34 students enrolled
* EDU 162 (NCAA Student Athlete Experience) - Fall 2019: 2 sections (45); Fall 2018: 95 students enrolled
* ENST 191 (ST: Getting to know EVST) - Fall 2019: 1 section (35); Fall 2018: 11 students enrolled
* PHSX 101 (Freshman Physics Experience) - Fall 2019: 1 section (30); Fall 2018: 22 students enrolled
* PTRM 150 (Current Issues in PTRM) – Fall 2019: 1 section (30); not offered Fall 2018
* NRSM 215 (Field Studies in Conservation) – Fall 2019: 1 section (30); not offered Fall 2018
* WILD 170 (Fish and Wildlife Interest Group) - Fall 2019: 3 sections (25); Fall 2018: 57 students enrolled

1. Common learning outcomes/goals/resource sharing across all courses – coordinated through summer meetings, and monthly fall meetings? [The primary goal is retention!]

* Learning about campus resources
* Developing a sense of community with peers and instructor
* Connection with academic content and skill development (Griz Read, Academic Disciplines)

1. Feedback from General Education Open Forums

* More hands on, interactive (with class visits to various offices)
* More information put online (common resources on Moodle)

1. C&I 194 transitions to College Success rubric (COLS 194) – 1 credit or 2 credits?
2. Coordination with Orientation—having the appropriate level of repetition/new material
3. Policy/requirement of all first-year students taking one of the above courses? Exceptions? Timeline?

### UM Core Map to MUS Transfer Core and Current General Education Program

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| --- | --- | --- |
| **MUS Transfer Core** | **UM Core Pilot** | **UM Current** |
|  | **Interdisciplinary** First-Year Experience 2 creditsLower-division Inquiry 3 credits Upper-division Application3 credits  (Natural Science must be a component of either the Lower- or Upper- division course?) |  |
| 1.Communication  -Writing  -Communications  6 credits | **Basic Skills   -Communication**  -Introductory Writing (3)  - Speaking (3)  6 credits | 1.Writing   Introductory  Intermediate  Advanced (in major)  6 credits |
| **-Ethical Reasoning   -Includes the kinds of courses formerly in “Ethics”and “Democracy and Citizenship”**  3 credits | 8. Ethics  3 credits |
| 2.Mathematics    3 credits | **-Mathematics/quantitative reasoning**  (could this be broadened to include a requirement for a computer science/coding if incoming students satisfy a basic competency in math?)  3 credits | 2.Mathematics  3 credits |
| 3.Humanities/Fine Arts  6 credits | **Breadth of Knowledge (one of these courses will fulfill the intermediate writing requirement)  -Arts and Literature**  3 credits | 4.Expressive Arts  3 credits |
| 5.Literary & Artistic Studies  3 credits |
| 6.Social Sciences  3 credits |
| 4.Social Science/History  6 credits | **-History and Society**  3 credits |
| 7.Historical Studies  3 credits |
| 5.Cultural Diversity  3 credits | **-Diversity and Culture**  3 credits | 3. Languages  3-5 credits |
| 10. Global and International  3 credits |
| 6.Natural Science  -requires lab  6 credits | **Science and Environment**  3 credits | 11.Natural Science  -requires lab  6 credits |
|  | **Recommended Capstone Experience in the Major or Program** |  |
| **Total = 30 credits** | **Total = 32 credits**  **(more if language is used to fulfill Diversity and Culture)** |  |