# General Education Committee Minutes, 2/8/17

## Call to Order / Roll Call

Members present: L. Ametsbichler, S. Bradford, B. Clough, B. Durnell, K. Graham, C. Greenfield, P. Muench, J. Randall, T. Ravas, T. Wheeler, B. French (ex officio)

Members Absent/ Excused: N. Lindsay, L. Yung

Guests: G. Weix, G. Peters

The minutes from 1/25/17 were approved.

## Communication

* Professor Weix informed the committee that the course title for ANTY 326 was approved. The new title is “Indigenous People Ethics & Development.” It is taught every other year. It is currently being taught as and Ethics course. The instructor will be submitting materials to appeal the committees’ decision not to renew the designation.
* The Historical Group revision is going forward to the Faculty Senate on Thursday. The proposal was put in a motion format at the request of ECOS.
* Members introduced themselves and Professor Greg Peters who teaches Biology in Applied Arts and Science for Missoula College was welcomed to the committee. He has a class until 4 p.m. off campus, so will arrive late to meetings. He hopes his late arrival will not be too disruptive.
* Chair Bradford updated the Committee on the idea of offering a General Studies Certificate at UM, to offer our 2-year students an option similar to the MUS Core. Despite initial interest from the MC Dean’s office, nothing has happened yet. After bringing this up at a department meeting with the faculty of Applied Arts and Sciences, it appears that no one has the time or energy to move this forward at this time. There were also some concerns raised about how it would impact advising, and the Advising Director, Tammy Freimund, will be leaving the university soon. Faculty remain interested, but it looks like no proposal will be coming soon. Director French indicated he would be willing to help. This could be revisited at a later date.
* The section heads in Modern and Classical Languages did not see a problem in the disparity of language course credits. The current language requires two semesters with the exception of Irish, which requires three 3 credit classes. The question is whether this standard should now apply to Greek and Latin which changed to 3 credits. These languages have no oral content. Spanish, Japanese and Chinese are still 5 credits. Japanese and Chinese have a separate alphabet so are more difficult. Spanish simply did not see the need to reduce credits given the courses popularity. French, German, Italian, and Russian transitioned to 4 credits. Blackfeet should be included in the discussion as well. It is mostly oral.
* Professor Ametsbichler informed the Committee that there is a need for a policy / procedure for testing out of language courses. When students request to test out of a language that is not offered on campus, determining proficiency is difficult. Guidelines would be helpful in these cases. A workgroup may be needed to investigate this issue. Professor Wheeler found that Stanford uses AP or IB to certify language proficiency. International Programs or members of the PLA Study group may have additional ideas regarding this issue. Director French indicated that there is a similar issue when students transfer with transcripts that are not in English.

## Business Items

* Group three has not had any response to inquiries regarding the two natural science courses. The following courses from Group 2 were approved.

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| CSCI 215 | Social & Ethical Issues in Comp. Sci. | Ethics |
| HTH 475E | Legal & Ethical Issues in Exer. Sci. | Ethics |
| LSCI 210 (New) | Who Owns Culture? | Democracy & Citizenship |

A few of the Ethics courses that were not renewed last spring also still need follow-up. This includes EDU 407, PHARM 514 and SW 410. Professor Muench did some research and sent some follow-up communications to clarify the status of these courses.

* The following language was approved to be updated on the general education form pertaining to justifications for 400-level courses.

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

* A response was received from Pharmacy regarding the 500 level Course (appended below). The course in question has not yet been approved and there is still confusion regarding the appropriateness for this course to count toward general education.
* The Committee discussed and approved the following revised language for the catalog section on Symbolic Systems:

### Group III: Exceptions to the Modern and Classical Language requirement - Symbolic Systems

The majors listed below have been granted exceptions to the Modern and Classical Language requirement based on the number of credits required in the major.\*

[Insert: Table of Exceptions -- include only the list of departments and the symbolic systems courses; not the table of prerequisites.]

 \*In each of these high-credit majors, at least one required course presents the foundations of a symbolic system.

Symbolic systems map real-world objects, principles and doctrines with abstractions of the real-world. They facilitate communication in specialized ways but do not comprise a spoken or written language by which members of a culture typically communicate with each other. Upon completion of a symbolic systems course or courses, students will be able to:

* + - demonstrate an understanding of the symbols and the transformations of the system;
		- relay and interpret information in terms of the given symbolic system;
		- apply creative thinking using the symbolic system in order to solve problems and communicate ideas;

The language will be sent to the Registrar to update the website. This is an initial step to streamline the language. The Committee can revisit the language once the new catalog software, *CourseLeaf*, has been implemented. There is Training on *CourseLeaf* scheduled for February 16th if any members from the committee are interested in attending. Camie will send the schedule.

* Chair Bradford sent everyone a DRAFT proposal for GE Review and Assessment just before the meeting. This is a work in progress and the subcommittee needs more feedback at this point. She would like members to review the document and provide electronically. She will be meeting with the ASCRC Chair on Friday to gather additional feedback.

## Adjournment

The meeting was adjourned at 5:35 p.m.

## Response from Pharmacy regarding 500-level Ethics Course:

This question comes up every few years because the degree program does NOT fit neatly into traditional views of academic degree programs.  It is an entry-level degree (i.e., does NOT require a bachelor degree) but requires a total of six years of college work to complete.  All courses are undergraduate level but the additional time requires using some 500 numbers, which often confuses others on campus who think the upper level courses are only graduate courses.

The first two years of pre-pharmacy work include most general education requirements as well as pre-requisite foundation courses; the final four years are completed within the pharmacy program and those courses are numbered from 300-500level.  Although students are able to complete most of their gen ed requirements within those first two years, there is one general education course offered within the professional curriculum.

The PHAR 514 Pharmacy Ethics meets the ethics general education requirement; it is taught in the 3rd professional year so it has a 500 number.  The reason for keeping the PHAR 514 course in the third professional year is to take advantage of the students’ experiences as interns in classroom discussions.  It helps make the concepts tangible and more memorable.   The course covers the foundational information about ethical traditions covered in the lower-division courses then enhances that information by having students apply those principles to ethical dilemmas in healthcare.  Perhaps it is best to think of the PHAR 514 course as an acceptable substitute for the lower-division general education ethics course rather than label it as a gen ed course since enrollment is limited to students in the major.  (Conversely, the lower-division course would not be an acceptable substitute for these students because it lacks the content that links the ethical principles to healthcare dilemmas.)