

GENERAL EDUCATION COMMITTEE MINUTES, 9/26/18

ROLL CALL

Members present: L. Ametsbichler, R. Fanning, K. Graham, P. Muench, D. Parson, G. Peters, J. Randall, A. Ratto-Parks, S. Schwarze, J. Wilkinson

Members Absent/Excused: B. Clough, B. Durnell, L. Metcalf, M. Opitz, A. Sala, J. Willmus

Ex-Officio Present: B. French, N. Lindsay

The minutes from 9/19/18 were approved.

COMMUNICATION

- Chair Randall presented an Integrated Option document (below) that showed redistributing our current categories and reducing required credits. The Writing requirement is listed as 3 credits because the advanced writing course is required by the major and many intermediate writing courses satisfy another general education group. Ethics and Democracy and Citizenship are combined and language is under International and Cultural Diversity. This may be a better way to package general education courses.

INTEGRATED OPTION - UM CORE: PATHWAYS TO SUCCESS IN LIFE AND CAREER Freshman Experience

Fall

- 1-credit seminar, similar to current First-Year Seminar (could be tailored to fit particular colleges or themes)
- Skills necessary to succeed as a student: studying, time management, etc.
- Introduction to campus and local resources: library/digital literacy; campus rec; wellness, etc.
- Experiential component: encourage involvement with community and campus
- Guest speakers introducing students to possible career and research paths

Spring

- 3-credit Freshman Seminar modeled after GLI seminars
- Pressing themes treated through an interdisciplinary lens
- Fulfills at least one (maybe 2) GE perspectives

GE Requirements: reduced from 48 to 30 credits

	Ways of Communicating	Ways of Creating	Ways of Knowing	Ways of Living
UM Gen Ed Organized within UM Ways (just one option— several ways we could get to 30 credit goal)	Writing- 3 (W101) [intermediate and advanced W fulfilled in GE or Major]	Expressive Arts-3	Mathematics- 3 (Quantitative reasoning)	Ethics and Human Values-3
	[Public Speaking]- 3	Lit and Artistic Studies- 3	Historical- 3	Democracy and Citizenship- 3 credits
			Social Science- 3	Cultural and International Diversity-3 credits [include credit for languages in this category]
			Natural Science- 3 credits	
30 Credits	6 Credits	6 credits	12 credits	6 credits

Students would be offered Pathways (essentially advising tracks) through GE, which build upon the “Communities of Excellence” or other themes relevant to student interest.

- Professor Muench presented (UM 343 General Education Model: Competencies, Perspective, Areas) based on Harvard’s revised General Education model. It doesn’t include writing and language in general education, or specifically address information literacy. Some of the courses can be taken pass/fail. This is currently against BOR policy. Students are given more choice in the area studies. These courses would not require general education designations. So students could go deeper in an area if they chose. Another possibility could be to exempt students from a category based on their major.

Current UM Gen. Ed.		UM 343 General Education Model: Competencies, Perspectives, Areas			
	Cr		Cr	Present Groups	Changes
Group I: Writing	9	Competencies			
Group II Mathematics	3	Writing (W)	3	I: Writing	No Intermediate or Advanced Writing

Group III: Modern and Classical Language	6-10	Modern & Classical Language (L)	6-10	III: Languages	No Language Exception
Group IV: Express. Arts (A)	3	Empirical & Mathematical Reasoning (R)	3	II: Mathematics	Includes Computer Science
Group V: Literary and Artistic Studies (L)	3	Perspectives			
Group VI: Historical St. (H)	3	Aesthetics and Culture (A&C)	3	IV: A; V: L; X: X	From 9 cr to 6 cr (incl. Arts & Humanities divisional course)
Group VII: Social Sci (S)	3	Ethics and Citizenship (E&C)	3	VIII: E; IX: Y	From 6 to 3 credits
Group VIII: Ethics and Human Values (E)	3	History and Society (H&S)	3	VI: H; VII: S	
Group IX: Democracy and Citizenship (Y)	3	Science and Nature (S&N)	3	XI: N	No lab requirement
Group X: Cultural & International Diversity (X)	3	(1 can be taken pass/fail)			
Group XI: Natural and Analytical Science (N)	6	Areas			
Total	45-49	Arts and Humanities	3	Art/Humanities Rubrics or 2nd A&C	Courses can only fulfill one perspective/area requirement
		Social Science	3	Soc. Sci. Rubrics or 2nd H&S	
		Natural Science	3	Nat. Sci. Rubrics or 2nd S&N	
		(All 3 can be taken pass/fail)			
		Total	33-37		

- Professor Ratto-Parks explained her idea for revising the First Year Seminar. She sent the document below prior to the meeting. The academic content should be focused on topics that are easily relatable to students' lives introduced in TED style lecture. A first year research paper could be required the second semester that focuses on writing and information literacy, perhaps through labs. The course could bridge from high school to college and authentically showcase how to study in a discipline. Professor Wilkinson shared the [model](#) from her previous institution that had a similar concept of a unifying experience that builds a sense of community. Could the GLI Seminars work in this way? The Committee should take a look at the seminars offered in the spring. The question of resources and sustainability will need to be addressed. Would having an Academic Unit that housed interdisciplinary general education courses help separate faculty from their silos and clarify the intent of cross disciplinary connections.?

REVISING THE FIRST-YEAR SEMINAR

Current FY Seminar – 1 credit

1. Learn About Campus Life & Resources

2. Develop Academic Skills
3. Make Connections

Revised FY Seminar – 3 credits

- Counts as a gen ed requirement
 - Transfer students can take it or substitute other gen ed credit
1. Learn About Campus Life & Resources
 2. Develop Academic Skills
 3. Make Connections
 4. Academic Inquiry Across the Campus

Perhaps the first third of the semester is devoted to points #1 and #2; the rest of the semester is devoted to an introduction to major disciplines at UM.

Possible Outline:

One hour per week of large, TED-style lecture with question/answer time for all students.

- Lecture by seminar instructors and/or faculty experts.
- Goals:
 - a) to offer insight into a specific field or major
 - b) offer a connection between their specific topic and a larger cultural issue or problem
 - c) offer a question for consideration during weekly seminars

Two hours per week seminar meetings.

- Small groups (as it is now – 25 or less).
- Grouped by academic interest when possible.
- All will have a connection to the lecture/theme of each week, but the student experience in the seminar will be unique to the instructor.

A final portfolio might include:

- A collection of their notes from the lectures and seminars.
- A disciplinary map that shows how 4-5 different disciplines address a specific research topic (What kinds of questions do they ask about the topic? What kinds of research do they use to pursue answers?).
- A short essay in which they a) identify a contemporary problem or issue, and b) explain how they understand the complexity of the issue (why is it a *problem*?), and c) explore how interdisciplinary thinking can help develop strategies by creating a “dream team” of researchers. Which fields would the researchers come from? What would each researcher contribute?

Questions:

- How could field experiences and/or team building and/or community work be integrated into the experience of this course?
 - How could we encourage long-term faculty to teach this course/ how could we manage FTE issues in order to have hearty faculty participation?
- The Composition Program is discovering that many students that receive dual enrollment credit for WRIT 101 are not ready for college writing. Some also receive credit for LIT 110, which satisfies the Intermediate Writing Requirement. Executive Director French reminded the Committee that 40% of our undergraduates are first generation college students. It would be helpful to have data on the numbers of students entering with Dual Credit, AP and IB credit, as well as the numbers of students that test out of language..
- Professor Fanning briefly explained his Common Ground Model.

Common Ground	Writing	6	WRIT 101 and Writing Course in Major
	American Diversity & Citizenship	6	Y and Indigenous X courses
	International Diversity & Language	6-7	International X courses and languages
	Ethics & Human Values	3	E courses
Perspectives	Expressive & Literary Arts	3	A and L courses
	History, Culture and Society	6	H and S courses
	Quantitative Literacy	3	M and CS courses
	Natural Science	3	N courses
		34-35	

- Professor Schwarze briefly explained the Priorities and Ideas document (below) sent prior to the meeting.

PRIORITIES AND IDEAS

From our conversation so far, the following goals appear to be rising as priorities for us:

- Enhanced first-year experience
- Streamlined system/reduction of total GE credits
- Greater coherence and connection b/w GE courses for individual students
- Capacity for student choice and exploration (potentially in tension with C).

Ways to achieve A:

1. First year seminar/lecture with interdisciplinary theme

2. Development/expansion of Communication area to go beyond writing. From AAC&U's LEAP documents: could include oral communication, information literacy, and critical thinking/reasoning. Likewise, the UM Strategic Vision document mentions problem solving, communication, critical thinking, collaboration.
3. Co-curricular stuff (study skills, time management, major and career exploration, civic engagement, mental and physical well-being).

Ways to achieve B:

1. “Multiple attributes” model (Greg).
2. Exempt students from one category based on major (eg, Bio majors exempt from N/NL, English majors exempt from L).
3. Combine/redefine existing categories.
 - a. Fold languages into Cultural Diversity
 - b. Incorporate Intermediate Writing into distribution categories
 - c. Combine E & Y categories

Ways to achieve C:

1. “Pathways” model
2. Common core or radically reduced offerings in each category
3. Go all-in on double dippers
4. New category of interdisciplinary courses that are not double-dippers. Could be incorporated in UD Wrtg courses, or in lieu of those courses, or capstone, or ...

Setting aside D for now.

- It would be helpful to identify immediate, intermediate, and long term goals for the pilot program and the Committee. We need to understand how committed the administration is to the Montana Ways.
- Chair Randal will streamline the options and questions for the Provost. On Friday he will send a communication asking members to rank the options. He suggests the committee return to meeting biweekly and distribute the work to subcommittees after next week's meeting. He is giving ASCRC an update on Tuesday.

ADJOURNMENT

- The meeting was adjourned at 5:32 p.m.