Present:  Members: Ann Aschenbrenner, Debra Barker, Jennifer Chapman, Angela Dalhoe, Gary Don, Hans Kishel, Kris Knutson, Jessica Kraker, Cheryl Lochner-Wright, Jon Loomis, Grace Luloff, Darrell Newton, Marcy Orwig, Md Rokonuzzaman
Guests: Christopher Hlas, Mary Hoffman, Won Yong Jang, Paula Kleintjes Neff, Alexander Smith
Presiding: Gary Don
Convened: 2:00 PM

Meeting Minutes

1. Approval of Minutes of November 25, 2019
   - Motion to approve minutes of November 25, 2019, as submitted. Motion was seconded and approved unanimously.

2. Consideration of Proposals (Accessed via CIM)
   - Motion was made to approve CJ 319 (International Communication) for R2. Motion was seconded and approved unanimously.
   - Motion was made to approve the change of prerequisites for BIOL 250 (Microbiology). Motion was seconded and approved unanimously.
   - Motion was made to approve the change of prerequisites for MATH 303 (Probability and Statistics in Grades 1-8) and MATH 304 (Geometry in Grades 1-8). Motion was seconded and approved unanimously.
   - Motion was made to approve MATH 302 (Algebraic Thinking) for S2. Motion was seconded and approved (one against).
     - MATH 202 prereq also meets S2, can students test out, department is transitioning courses and need to provide flexibility, sometimes students take next course without passing previous
   - Motion was made to approve MATH 365 (Patterns of Problem Solving) for S3. Motion was seconded and approved (two against).
     - Unsure of the connection between this course and S3, students expressed concern that there aren’t “math or science” courses that meet S3, haven’t changed the approach to approve S3 proposals and need to proceed as in the past/this proposal meets the elements as currently written

3. Preliminary Discussion on S1 and I1 Feedback
   - S1 – A draft revision was distributed; use of the word appropriately; benchmarks are vague; the individual analyzing work determines what is appropriate; the word relevant is in benchmarks but doesn’t appear in element; change relevant to appropriate; based on comments, thought it might be helpful to add headings to the elements; unsure about the word sophisticated, use nuanced; the meanings behind words leave them open for interpretation; use of citation changes what benchmarks are; there may not be a “wide range”
of sources available (e.g. indigenous populations); this is a very different statement than what was originally stated, did feedback request that, “not a wide range of sources” make it more inclusive; struggled with differences between B and C; citation = documentation; need to have a discussion with the people who use this rubric to see how they are conceptualizing these; do need to hold students accountable on how they’re getting their information, not necessarily using a lot of library resources; “Benchmark met” and “Benchmark exceeded” for Elements B and C are now identical in the draft; Element C, Benchmark met = sources properly and fully/completely attributed

- I1 – several issues raised with Element A, a lot of and statements in benchmarks but or statement in outcome; is there a way to conceptualize that it isn’t a self-assessment piece; don’t understand the relation of Element A to the outcome; personal experience not relevant, hoping what is taught is totally new and opening new pathways; goal for A is more of a summarizing at the end of their career, an essay in a final course, but 100-level courses are being taught for I1; internships and student teaching also meet I1; some bundles and FYE meet it; seems to be trying to replace the former interdisciplinary GEV but that’s not what the outcome says; like context better than discipline; overall Elements B and C are okay; Element B, Benchmark met, has two separate phrases without an and or or, not clear what students need to do to meet it; Element C does capture experiential aspect; Element B is seeing/knowing connection and C is performing/doing; Element A could switch with C, does reordering make it easier, being able to do it and reflecting; don’t see where A aligns to rubric outcome statement

4. Miscellaneous Business
   - For ULEC’s information: FREN 362 Survey of French Literature II, 3 crs; and IDIS 360 The Workforce in Music, Literature and Art, 3 crs, will be deactivated.