

**Academic Foundations Committee  
Minutes**

March 21, 2006

<b>Present:</b>	Randall Gloege Mark Hardt Sandie Rietz Janii Pedersen (student)	Dan Gretch Susan Gilbertz Lewis Rife (student)
<b>Absent:</b>	Abbas Heiat Connie Landis – <i>excused</i> David Garloff – ex-officio John Cech – ex-officio Mary Susan Fishbaugh – ex-officio George White – ex-officio	Bruce Brumley – <i>excused</i> Tasneem Khaleel – ex-officio Kirk Lacy – ex-officio Mary McNally – ex-officio Curt Kochner – ex-officio
<b>Guest:</b>	Brent Roberts	
<b>Presiding:</b>	Mark Hardt, Chair	

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Mark Hardt called the meeting to order at 3:43 p.m. in the Bridger room of the SUB.

The minutes of March 14 were accepted as presented.

I. Discussion/Action Items

A. ENGL 260

It was noted that this course was to be remanded back to the Department for revision, but nothing was ever resubmitted by the Department. Did this course fall through the cracks? It was cited that the AFC report went out to all chairs when it was submitted to the Academic Senate. If the Department chose not to revise the course, that is their prerogative.

B. Restricted Enrollments in Accepted Courses

It was noted that there are two courses in the accepted list that list restrictions, and two with preferred enrollments:

CHEM 115 General Chemistry I – Restricted to science majors/minors, pre-engineering, and allied health

PSSC 101 The Physical World Around Us – Restricted to elementary education majors only

MATH 202 Mathematics for Elementary Education II - This course does not have a restriction listed (MATH 201 does), but the title implies a restriction.

BIOL 115 Survey of Biology Lab – Preferred enrollment for elementary education majors

It was noted that the restriction on CHEM 115 has never really been enforced.

It was stated that in the Committee's final report to Senate, the AFC should recommend that the courses listed above must eliminate all restrictions in order to remain in Academic Foundations.

HIST 106 Honors: Western Civilization to 1500 – Prerequisite: consent of instructor  
HIST 107 Honors: Western Civilization since 1500 – Prerequisite: consent of instructor

It was noted that the two honors courses in the History category have a "consent of instructor" prerequisite. It was noted that any student can get in these courses; all they have to do is ask. In effect, it is not a restriction.

C. BOR General Education Core Changes

Dr. Hardt noted that Dean Khaleel is on the committee that is revising the BOR Core. She would like the AFC's input on the proposed core:

Natural Sciences (at least one class must have a lab)	6 credits
Social Sciences/History	6 credits
Mathematics	3 credits
Communication (English composition and oral communication)	6 credits
Humanities/Fine Arts	6 credits
<u>Cultural Diversity/Indian Education for All</u>	<u>3 credits</u>
TOTAL CREDITS	30 credits

It was noted that this is not yet set in stone. It was cited that if the Cultural Diversity category becomes the Indian Education for All category, it cannot be called Cultural Diversity because there is no diversity. It would have to be called the Indian Education for All category. It was further noted that there is no distinction between English composition and oral communication, so students could take 6 credits of communication and no writing. It was cited that history and social sciences are two distinct disciplines and should not be combined.

#### D. Assessment Strategies Comparison & Preparation for Meeting with Provost

It was noted that most likely, the Provost will want an assessment that is based on student products, like a portfolio. It was noted that embedded assessment can assess the whole program as well as courses.

The Committee agreed that a list of criteria for a good assessment tool should be created, and then each of our strategies can be compared to those criteria.

It was noted that the administration will also probably want a three-part assessment: beginning, mid-point, and end. It was cited that the beginning assessment could be the student's entrance test scores (SAT or ACT or other). A final assessment could be an alumni survey like Dean Khaleel's.

It was stated that we have to stay away from artifact collection, because that will generate a whole lot of work which will probably fall to faculty. That work could come to a grinding halt from the sheer number of students.

It was agreed that the criteria for a good assessment tool should be:

- Tool is matrix driven
- Tool is outcomes driven
- Tool generates quantifiable results
- Tool is designed by faculty with expertise
- Product vs. demonstration
- Resource availability

The Committee agreed to present in the following order:

Surveys	Mark Hardt
Compass Test	Bruce Brumley
Capstone	Randall Gloege
Portfolio	Sandie Rietz/Janii Pedersen
Bozeman Model	Susan Gilbertz
Embedded Assessment	Dan Gretch

The meeting adjourned at 5:03 p.m.

Respectfully submitted, Rita J. Rabe Meduna.