

Academic Affairs Committee Meeting
March 10, 2011
Meeting Notes

Committee members in attendance

Paul Bryne
Jeanne Catanzaro
Becky Dodge
Debbie Isaacson
Cal Melick
Kathy Menzie (Chair)
Kanalís Ockree
Randy Pembroke (ex officio)
Mary Sheldon
Michelle Shipley (for Linda Croucher)

Guests:

Judy Druse, Associate Dean of Libraries
Donna LaLonde
Nancy Tate, Associate VPAA

Kathy Menzie called the meeting to order.

I. IS classes from Library

The committee chair moved the discussion of the IS classes forward so that Judy Druse could answer questions and be dismissed from the meeting.

The four proposed classes are as follows

IS 171 – Internet Research Strategies (1 credit hour)
IS 172 – Advanced Research Strategies (1 credit hour)
IS 173 – Information Literacy for Scholars (3 credit hours)
IS 174 – Trace Your Family History (1 credit hour)

The committee reviewed the courses proposal in detail prior to the meeting.

Dr. Judy Druse explained to the committee that the Interdisciplinary Committee decided to limit students to four credit hours from courses IS 170 through IS 174.

Dr. Druse said the course content is a result of interaction with faculty from the schools/college and differences in research expectations in various fields. She said that scholarly research is critical to academic success, and most students who come to Washburn are not able to do research on a scholarly level.

The committee discussed whether IS 173 would be a duplicate of advanced composition. Dr. Druse said the emphasis was on research not writing, but writing was required.

The committee also asked how IS 170 and WU101 differ. Dr. Druse said IS 170 is part of WU 101, but only about one-third of the course content. In addition, IS 171-173 provides a sequence of building on basic introductory skills to a mastery level. This is not a major-specific course and students will use a variety

The committee noted there was no prerequisite for IS 174 and expressed concern as to whether this was a college-level course.

The committee also questioned whether there was truly no cost involved with these proposed courses. As enrollment grew, there would be some cost involved.

Action

The motion was made to approve **IS-173 Information Literacy for Scholars** as proposed. The committee approved the proposed class with one opposed vote.

The motion was made to approve **IS-174 Trace Your Family History** as proposed. The committee approved the proposed class with 2 opposing votes.

The motion was made to approve **IS-171 Internet Research Strategies** as proposed. The committee approved the proposed class unanimously.

The motion was made to approve **IS-172 Advanced Research Strategies** as proposed. The committee approved the proposed class unanimously.

The proposals will be recommended by the committee to Faculty Senate for approval. The committee thanked Dr. Druse for attending and she was dismissed from the meeting.

II. Old Business

A. Proposal to reduce the total number of hours required for baccalaureate degree

Dr. Tate introduced the proposal to the committee to reduce the minimum semester credit hours required for attainment of baccalaureate degree from 124 to 120 and for attainment of associate degree from 62 to 60.

Dr. Tate proposed this change in order to retain comparable standards with Regents' institutions.

Dr. Tate also stated that approving this change would result in a modification to the University catalog, *but would not change any existing program requirements. No existing degrees would be required to reduce the total hours required for graduation.*

Action

The motion was made to approve the proposal as presented and was approved unanimously by the committee. The proposal will be recommended to the Faculty Senate for approval.

The committee recommended that the fact that this proposal does not change existing degree requirements should be emphasized to the Faculty Senate. They also recommended that the degree requirements be communicated clearly so students don't misunderstand this change.

B. Report on General Education, Core proposal

The committee sent representatives to the various schools/college to meet with representative groups to obtain input regarding the General Education, Core proposal.

School of Nursing – The committee members were not able to meet with the Nursing School yet.

School of Applied Studies

- WU101 should not be in the core, but if it is in the core it should fulfill a Learning Outcome (e.g., Information Literacy/Technology).
- Minimum distribution should remain at 9- 9 -9
- The core and extended core should count as distribution. This assumed the student would have to fulfill a minimum of 9-9-9 in distribution requirements and a set number in LO's like 3-3-3-3-3 or 6-6-6-6-6.
- IL&T should be a part of the extended core and come from general education courses rather than the major.
- They preferred proposal #1 of the two options.
- Comment: Staying transfer friendly is very important.

School of Business

- The School was undecided about WU 101 in the core, especially since there were only 2 choices, WU 101 or honors WU101.
- Add a writing communication course to the extended core
- Our extended core would require two units of anthropology/sociology or psychology would satisfy the critical thinking requirement
- Currently have three global courses which should count toward this Learning outcome.
- BU250 is the technology course they include in the major - they are willing to open it up to the campus
- Our extended core classes COULD come from distribution classes. These classes could count for both, but classes like BU250 would not.

College of Arts and Sciences

- The chairs supported the old core 100% and did not support the new proposal
- The group stated that there was a committee, which included CAS faculty, formed to design WU 101, and they wanted to hear a report from that committee (which may not have met yet) before they accepted/rejected WU 101.
- They would not approve a core that did not include KN198 and EN 300
- They supported the learning objectives, but want to know more about assessment and the implementation piece of the proposal

Next steps

After discussing the various responses, the committee felt the next critical hurdle would be assessment. They felt that faculty needed to understand this piece better as they would be the ones implementing it. Assessment is the most important part of the general education proposal because reporting HLC was one of the main reason we began the process.

Faculty may not understand that the learning outcomes are not the same as general education, but provide a way to assess or measure general education.

General education is a true definition of a liberal arts education – the student moves from general education through the major.

Whereas learning outcomes are a developmental process that assesses the students experience from day one through graduation.

The committee thought it would be helpful to focus on the five learning outcomes, rather than general education. General education must satisfy the learning outcomes and must be assessed.

At the next meeting, the committee agreed to create a draft of how to assess the learning outcomes

Nancy Tate will redraft the proposal using the core with learning outcomes.

Meeting adjourned.