

Present: Abell, Baker, Burges, Creadon, Hildreth, Kay, Moyer, Oliver, Paulet, Payton, Rebik, Reiss, Schwab, Van Duzer, Wilson

Guests: Tim Mulligan, Dave Hankin

Minutes for 4/12/2011	APPROVED
Consent Calendar: 10-056 EED 210; 10-357 GEOL 335	JENA: C-78 WTUs need to be attached to course not faculty member. Want it clear that negotiation regarding course not faculty. BETH why C not S; CINDY: S is expensive and work level not appropriate. Thinks may have even specified. CONSENT GIVEN
<p>CDC: 10-309: Span 310; 10-307 Spanish Major Change; 10-308 Program Change 10-308</p> <p>10-012 FISH 450; 10-013 FISH 558; 10-129 FISH 570; 10-130 FISH 470; 10-132 FISH 475; 10-076 FISH 410</p>	<p>Explained issues. Variable . Decided issue with minor and whether really an increase so going back to ask them to reduce minor electives to 8. Approve with that change</p> <p>FISH: DAVE: history of having done this in CNRS that goes back 25 years. Presently teaching co-listed stats class that very effective. Grad level has to do special project on own etc. and report back to class thereby forcing them to put material to direct use. Fits Graduate Learning Outcomes. Same format proposed for FISH 458/558—intends to make sure that paper and presentation is NOT optional but required of grad students. TIM: 440/540 class 4 or 5 years ago and has worked fine. Now wants 410/510. Very positive for undergraduates to see graduate work who have done literature review, critiques it done research and powerpt etc. Learning experience for both undergrads and grads. Thinks will continue to work well in new proposal. Grad students need to provide both written report and 30-40 minute powerpoint presentation with time after for interaction with undergrads. JENA: paper throughout semester; TIM: second half after get basic tools. JENA: experience of student vs undergrad DAVE: expectations other than research project and presentation, essentially the same. Always been like that. Senior level classes/grad classes. Level of presentation of material is pretty high level throughout. Main issue is independent project. Much more mature independent project similar to a thesis. TIM: essentially same material though graded differently since grads have project DAVE grads can't even get credit unless really. Only students with problems have been undergrads since can be difficult for them JEFF: what is purpose? DAVE: in classes I teach real point is for them to develop appreciation of practical application of material discussed in class. In many ways that is what a thesis project is. Might be informative to bring graduate students in to talk about how it worked for them From educational standpoint biggest concern is is it graduate level and best way to determine is talk to students. Would guess they would be perfectly happy. ERIC: catalog degree requirement 30 sem. UD units etc. why not 400/500 with a 1 unit 600 level for grads. DAVE unbelievable pain in neck for prof. number of units for grad students so minimal. Not really understanding issue. TIM book keeping it would be a pain. Generally grads average 60-70 units. CINDY: hypothetical Huge #s of grad students and unlimited money then what would be different if had to teach separately DAVE instructor dependent. Could develop watered down part of material for undergrads. In stats allows talented undergrads to rise up to level of grad and FISH general works the same way. TIM: like fish students need structure and argue that undergraduates need more structure than grad students so in perfect world maybe grad version might be less structured than undergrad version but get the same or more material in that format JENA: what about the alternative of</p>

just listing at grad level and let undergrad take TIM: cannot require undergrads to take a grad course to fulfill undergrad requirement DALE: have been thinking of them as undergrad course and taking what is added experience for grad but actually it is grad level which has less expectation for undergrad which is different perspective than perhaps way we have thought of it. JENA: agree. Our usual experience is undergrad course that has extra bit for grad so trying to get at what makes this essentially a grad course, part of the grad culture rather than just a basic undergrad course? JEFF: seems to me like students doing a presentation, case study with literature review and are all of them requiring student data collection TIM have had them do small research project which could work though often data collection not really possible in time frame of class. DAVE would not typically be done in standard grad level class either because have to learn material. Culminating project involves data collection in one teaching now. Much of it is instructor based and that determines rigor JENA: question is bigger question than regarding co-level classes. Something we really want to define for ourselves about what is difference between masters and bachelors. JEFF in science fields very clear: student is making a contribution to field in some way or form. And expect that that is what you require from students. DAVE: we make a big deal out of thesis and there is no analogous vision for undergrads. JEFF seems 500 level course would be appropriate as grad course if helps them achieve that goal. TIM when talking about 400 and advanced courses dummies are gone and dealing with bright kids. Thinking at that level that preparing them for grad level work. CINDY: 470/570? DAVE no help JENA intention is if there are two course numbers that they are really two courses with separate syllabi, two courses taught in same room at same time. CINDY: desc. have more words would that be OK if we consult. Will consult then but will need surgery. Thank you. GUESTS DEPARTED

CINDY: should we move forward; ANNE: yes seems good; JEFF: agree; MARY: question difference Apprenticeship. SCOTT. What we are trying to get at is are we doing what we say we are doing grad and undergrad. SLOs different? CINDY We don't assess at course level so no DALE: what I heard was different student learning outcomes which exceeds that required for grad students Grad programs have always had SLOs in minds and codified for thesis though have not codified in formal way in course syllabi but moving that way. JENA: wondering how many of shared experiences should be part of student program and do we want to have guidelines on how many should be exclusively grad? Just concerned if fill curriculum with dual level courses. SCOTT: might consider in future policy that 50% be SOLELY grad classes and dual would count in other 50%. CINDY: pretty much entire grad education is set at HSU this way I would feel comfortable saying that sending on to Senate and be aware that CSU is in process of revising requirements and it may be that 50% of courses may be changed. ERIC: depends on whether say this is grad course accessible or this is undergrad with add on and this is different conception. If limit because you felt these weren't grad courses then you are building in assumption. Grad students and credential students big difference at what level they can operate. SCOTT: can only speak for their courses so hesitant to broad brush stroke that all approach as grad level. JOHN: if we can agree that course is offering grad level experience then should be able to count it. Trust our faculty to ensure grad level experience. Would like to talk to grad students; JEFF basically the same thing. If we approve these as grad courses then that is what they are. Essentially approving two separate courses BETH: don't feel strongly but have lots of interdisciplinary grad programs and it is possible for a 400 level course in a discipline to be quite rigorous for someone coming in

	<p>without that background. Can still be a grad experience in a different field. JENA not conceiving of this as two courses, or weren't. Might be useful exercise for them. Have history of having these and has been very casual. Have some unlearning to do to make sure we have grad view. Need to be helpful to programs as they think this through and ask them "what is the gradueness of this" JEFF: when I did my masters courses were secondary. Primary was do research and get published. Courses might be important to give foundation but heart is thesis and project. MARY: then why taking all these courses JEFF might not have the right class to do project. Common in science. NODDING OF HEADS</p>
Dual Level Co-scheduled course	SEE ABOVE
PPA: GE Assessment Framework	<p>Beth explains concepts and new acronym GEAR. Proposed that committee should be convened to facilitate assessment process. Have that in program but don't have when going across campus and need group that takes ownership. Suggested 3WTUs over year for those on this committee. Extremely time consuming so need to have release time. Want to start next year with release time in spring since fall schedule set. Alignment of curriculum with outcomes is first step. Want faculty to look at SLOs and what doing and write out what they are doing that meet SLOs. Then Multi year assessment plan and committee would come up with 4 year plan. Especially important for areas across disciplines. Started with those which are in a single or almost a single department. Harder with those all over. Area B left college and that worked by C, D, and E not so good. Assessment day? Different ideas. Up for negotiation. If actually doing assessment then makes since in September. Important to have conversations among faculty in areas but logistically a nightmare so two paths with one being the faculty come together but other route would be faculty in department would do it in line with their programmatic assessment. SCOTT: release time is there university support? [not yet]; concern about departments with lots of areas to assess and problems it can cause. Can assess Lower division Area D without assessing COM 105? In other words can you supply relief? [assessment committee would develop a rotation like that. Idea next year is take a VERY small subset and then enlarge over time] wants each outcome to be from a different subset of classes [exactly]. JEFF norming rubric especially tough SCOTT: all for assessment half day a couple times of year; JENA WASC, can we move to general boiled down version of GE competence rather than something course based. Thinking about framing it in terms of what are the most important questions about what we want students to know when they leave HSU. The efforts to tie results to specific courses or specific departments is getting in way. Maybe we should be looking at a different level. [would like to see us go there but still people unaware that they are teaching GE. Lack of understanding of what GE is supposed to be doing and want to create knowledge. Would be nice to actually collect something rather than just talk about process. At program review level can then move on to larger process revision.] SCOTT: does that mean that if do SLO 2 then when come back around can use previous rubric? SONYA: sure if nothing has changed. Want to work with Jackie Nagatsuka to create something in Compliance ASSIST so can archive and not have to reinvent wheel. [ultimately goal would be to have these sorts of expectations available for students. Want e-portfolio in freshman year] DALE: want to go back to looking at competencies which are embedded in SLOs. In fantasy world GE competencies would be in every course and not be separate. If we can assess a random sampling of students with an Area B assessment and then assess those competencies and how we've affected them in Area B like ways at the institution level then might work better, be better able to see what issues are. Is it time for the university to take different assessment approach that is not based on artifacts from classes but rather student experiences with curriculum</p>

	<p>ELIZABETH; memo looking for GE assignments—does it make sense to ask for snapshot of what we are currently doing? So can we approve memo? SCOTT: faculty will see as invasive and not sure how would mandate. Some people are very protective of course content and worry about what administrators would do with that. ELIZABETH then how you suggest we go forward. How about we try? JEFF: would be better to have some sort of competency “test” would be most efficient but issue is how do we relate back to curricular changes unless we can connect that back to particular classes students took. From faculty standpoint see little about how can improve my course. CINDY: how are other schools doing this? Worry that faculty spending at least 6 hours and should get something useful but will subsets really do anything:? Really hard questions. If we can afford an assessment day can we afford an assessment morning in which every student answers some form of assessment question? MINUTE TAKER LEFT FOR CLASS.</p>
<p>APC: Minors Policy Policy on Completion of major contract</p>	
<p>Brainstorming</p>	