

**CAB Meeting Minutes, 11/18/13**

**SSC 122**

**10:00 AM - 11:40 AM**

**Present:** Kate McCarthy, Kim DuFour, Julie Holland, Jason Clower, Jim Pushnik, Kent Sandoe, Diana Flannery, Bill Loker, Jodi Shepherd, Baohui Song, Chris Nichols, Tony Waters, Laird Easton, Charlene Armitage, Holly Soldavini, Jacque Chase, Anthony Graybosch, LaDona Knigge, Brooke Myrman

1. Appointment of note-taker: Brooke Myrman and Bill Loker
2. Announcements
  - a. Possibility conversations occurring on campus; Provost is gathering ideas for a strategic plan for Academic Affairs
    - i. Issues facing the university and graduates, how to better prepare students for graduation, how to create a supportive environment
  - b. Specific college-based conversations
  - c. Open sessions: CAB has a university-wide responsibility; important for everyone to participate in the conversations
3. Approval of 11/4/13 minutes
  - a. Item 9B, #5: PHIL 339 instead of PHIL 337 (already corrected)
  - b. Minutes approved
4. Pathway Updates
  - a. Kim DuFour - Remaining General Education Requirements as of 11/8/13 (current students who have registered for spring and still have remaining Lower Division GE requirements)
    - i. Approximately 1,000 students have still not registered
    - ii. There are still open seats in all areas
      1. Students may be waiting until December 30<sup>th</sup> when the cap on units raised from 16 to 21 (will re-run report in January)
      2. Area B Courses: students may be going elsewhere to fulfill lab requirements
    - iii. WI Courses: show up as one requirement in the DPR; this means 3713 students need one or more WI requirement
    - iv. Incoming transfer students register December 2-6; this will not affect the numbers because these are lower division requirements
    - v. Is there a way to determine why students are not enrolling for these required classes?
      1. Some majors may take GE after freshman year; for example, Chemistry majors take areas C, D, and E during sophomore year because they need to take certain classes as a freshman
  - b. Laurie Browne and Susan Roll have confirmed three classes in EJP to run the poverty simulation in the spring
  - c. Asking faculty to look for classes that might be good substitutions

- d. How do Pathway Coordinators handle changes made that are in violation of EM and affect other courses?
    - i. Departments cancelling or offering classes without letting Pathway Coordinators know
    - ii. Pathway Coordinators should check the schedule every semester and make sure courses are being offered correctly
      - 1. Keep track of these from semester to semester
    - iii. For the next meeting (12/2/13) Pathway Coordinators please check the spring schedule and make sure everything is being offered correctly; may even audit fall
  - e. Are intersession classes available to anyone?
    - i. Courses are non-state supported, available to anyone
  - f. Is there an easy way to email all students who have declared the pathway minor?
    - i. Charlene is working on it
  - g. LaDonna: how to best approach the Dean about courses/issues?
    - i. Recommended to use email
5. U-Courses: Thia Wolf
- a. Chancellor's office provided an opportunity to apply for funds to implement experimental course structures
    - i. English Department and Political Science Department is providing the U-Course: combined course for POLS 155 and ENGL 130 that meets twice a week for an extended period of time
  - b. Course Setup
    - i. Faculty & Mentors:
      - 1. Two self-selected faculty (each receiving a .4, 100 students, 8 trained student mentors who work with students in pods)
      - 2. Two mentors for every 25 students (one writing mentor and one content/project mentor)
  - c. The project resides in foundation courses (part of GE); would like to move forward with courses from MCGS, CMST, NSCI
    - i. Classes will meet in two, three hour blocks (different with sciences because of the lab requirement)
    - ii. In every class meeting there will be an hour-long focused workshop on reading and writing; additional three workshops required outside of class; ongoing support from faculty and student mentors
    - iii. MCGS 155 is the only class not a foundation course
      - 1. Personal and Social Responsibility is a SLO for the course; design constraint for some courses
    - iv. No change to GE structure; just an experimental teaching design
  - d. Writing in U-Course
    - i. Faculty co-designed writing assignment sequence to help understand content level of the course

- ii. Lectures are all online; classwork is focused on writing and project work
    - iii. Students review writing or do collaborative writing during each meeting; divide into groups of 12 or 13 students for writing work
  - e. This semester
    - i. Students have been given groundwork and have to come in with a brief (annotated bibliography based on reading)
    - ii. also do readings in common and share out briefs, work together on collaborative wiki's during class
    - iii. Benefit: students have been getting work done; peer pressure to maintain positive academic practices
  - f. This presenting to CAB so they can be informed and to see if they are willing to proceed with the experiment and willing to support ongoing assessment of writing
  - g. Who are the mentors?
    - i. This first time they were hand-picked by faculty; beginning in the spring students will take a training course (UNIV 202)
    - ii. In the course: students recommended by faculty as well as students who responded to a general call
    - iii. UNIV 202 course can lead to work in a u-Course, FYE, or Civic Engagement
    - iv. Paid 10 dollars an hour as instructional student assistants (ISAs)
  - h. Will students receive the same grade in both classes?
    - i. Up to the faculty
  - i. CAB approval:
    - i. The EM states WI classes should be capped at 30 unless approval is given by CAB for use of an alternative method
    - ii. Move to accept alternative method provisionally pending assessment as an acceptable alternative pedagogical approach
    - iii. Not approving as WI, just the method and class size; anything combined with English 130 would be WI
    - iv. This is requesting ongoing funding for assessment of writing from the Chancellor's Office; not sure if CAB will be involved; hoping to give faculty compensation to do reading of student assessment
  - j. Would the model ever work without mentors?
    - i. Mentors are at the heart of the design; distribute the faculty plan, work with students in pods to follow plan faculty has given them
    - ii. Only plausible teaching load with mentors included
    - iii. Five potential U-Courses for next fall
    - iv. Get each faculty member receives 6 WTUs
  - k. Motion to provide provisional WI approval pending assessment results; approving alternative classroom structure for WI
    - i. approved
6. Subcommittee Reports
- a. Assessment

- i. Oral communication assessment has not met yet; did not receive the mini grant for assessment
      - ii. Diversity Think Tank has met twice, will be ready to assess in spring
      - iii. Active Inquiry Think Tank has met twice, struggled to come up with a plan
        - 1. Everyone has a different interpretation of active inquiry, wide variety of ideas
        - 2. Difference between SLO being measurable and needing to be measured in the course
        - 3. Sent a survey to all the faculty; may submit course inquiry activity but not a requirement
    - b. Substitutions/Curriculum Changes
      - i. Met Friday regarding “pathway refreshment”; two different scenarios
        - 1. If a stone/area has an opening because a course is being dismissed or there is already an opening
          - a. Suggestion: Pathway coordinator would put out a call for courses
        - 2. Courses requesting a spot
          - a. Cab can set up an ad-hoc committee comprised of the Pathway Coordinator and other pathway faculty; make recommendation to CAB; PW Coordinator could have extra weight in vote
      - ii. Use same method that was used to populate stones in the first place
      - iii. How should CAB deal with underperforming courses?
        - 1. Different than not being offered
        - 2. Can be internally discussed; how do you remove courses?
          - a. Pathways can assess pathway outcomes, should be looking at syllabi for each course
          - b. Faculty are in charge of curriculum; responsible for effectiveness
        - 3. Might be taking space of courses that could be better
      - iv. Do departments have special privileges to swap out courses or is there an open call?
        - 1. Slashes courses: department can come up with a different course (or course could become offered both semesters)
        - 2. Seems that call would have to go to all departments if withdrawal is made
      - v. Chris will write up a proposed method for CAB
    - c. Writing Intensives
      - i. Nothing to report
7. Study Abroad WI recommendations (see attached)
  - a. Study Abroad students have difficulty meeting WI requirements
  - b. Blend numbers one and five: students who take all three Upper Division pathway classes should receive Capstone credit and one WI requirement

- i. If they study abroad for all nine Upper Division units we are giving them capstone and WI
  - c. Last sentence in item four should be added to item two: "We recommend that pathway coordinators examine writing that they have done while abroad to evaluate the WI-ness of the courses they have taken."
  - d. Some students can achieve the international studies pathway minor abroad
  - e. Strike "language skills" from #3
  - f. Committee is not in a position to preapprove syllabi; could be on case by case basis
  - g. Students either have to take additional courses to meet WI requirements or have to take all three UD courses abroad; few sciences available at UD level
  - h. Changes:
    - i. Combine items one and five
    - ii. Clarify capstone and WI
    - iii. Last sentence from number four added to number two
    - iv. Language skills dropped out of number three
  - i. WI exemption will be approved for future Study Abroad students
- 8. Update on Solicitation of USD Course Applications
  - a. Contacted chairs to get syllabi for courses on the list from last week; included courses nominated after CAB meeting
  - b. Most of the syllabi are in
- 9. Spring 2014 CAB Meeting Schedule
  - a. Tentatively 2-4 Monday afternoon
- 10. Other
  - a. Not meeting during finals week
  - b. Discussion about intersession being 10 days; backed up so that graduation occurs before Memorial Day weekend
- 11. Adjourned at 11:40