

General Studies Council: Notes from Special Meeting
February 13, 2020 – 3:30 p.m.
Warner Hall, Warner Conference Room

Present: Julie Agard, Sylvia Asay, Joan Blauwkamp, Debbie Bridges, Greg Brown, Joel Cardenas, Scott Darveau, Jeremy Dillon, Tim Farrell, Beth Hinga, Lisa Neal, Michelle Fleig-Palmer, Sri Seshadri, Doug Tillman, Rebecca Umland

Guests: Kim Schipporeit, Derek Boeckner (Mathematics & Statistics)

Bridges called the meeting called to order at 3:30 p.m.

Bridges distributed handout listing things to do / decisions to make in order to achieve Fall 2020 goal.

Bridges began discussion by asking “How will students make their way through the 30-31 hour program?” Thus far, Council has consensus that: 1) Students must take a minimum of 30 hours of GS coursework, and 2) Students must take coursework that satisfies LOPERs 1-10 (LOPER 11 optional).

Darveau: Regarding developmental requirements, especially for 2, 3, and 4... if a student has one of these skills coming in, (ACT score to get into ENG 102) do they have to take another course in that category to get the hours? Blauwkamp: How do we know if a student has these skills? Darveau: There are entrance requirements. Blauwkamp: Problem with using ACT scores. Darveau: Inquired if there were placement tests that could be used. Blauwkamp: Burden on departments to give placement tests. Umland: Students take ACT exam 3-4 times to get scores where they want to be. It becomes a question of how good they are at taking the test. ENG has retained a threshold of 29. ENG is very labor intensive. Idea of shifting to placement tests would put tremendous burden on English faculty qualified to evaluate. Brown: IS there a fee? If so, maybe fee could pay people to grade the test. Darveau: But let’s say a student gets a 29 on the ACT, would they have to take an English course? Bridges: Have to have language that addresses the general population, and also addresses exceptions. Wells: Carving out exceptions against our purposes. Students should have to take these courses.

Bridges: Generally speaking, is there general agreement that all students should have to take LOPER 1-10? Council: Yes

Bridges asked about how to identify a way to ensure that students complete LOPER 1-8 while also allowing for “double-dipping” between Broad Knowledge courses and LOPER 9 and 10. Should requirement be to make students take a minimum of X hours in each LOPER 1-8? Establish minimums? Would a 1 or 2 hour course satisfy a LOPER? Traditional courses are 3 credits. No idea if 1 or 2 hour courses will be created.

Council: Minimum of 3 credits in LOPER 1-8. Stand-alone courses in LOPER 9 and 10 should be a 3 credit hour course.

Agard: Question about transfer students. Most would have to take a 3 hour LOPER 9 and LOPER 10? Yes unless a double dip. Umland: What courses would be stand-alone in LOPER 9 or 10? Wells and Blauwkamp: There are programs like Women’s and Gender Studies. Umland: But they have to be housed in a program. Wells: Faculty from History are in charge of those programs. Umland: 6

hours dedicated to LOPERs 9 and 10 is a luxury. Wells: Neb Transfer Initiative says we have to have standalone Race/Ethnicity/Gender. Umland: Program like putting 12 oz in 8 oz container, veering very far away from what we should be doing. Brown: We have not determined that LOPER 4-8 must be taught by people in those specific areas.

Motion to require minimum of 3 hours in each LOPER 1-8 (Darveau/Brown). Motion carries.

Bridges requested consideration of Associate of Science degree in fulfillment of GS. Motion to include language “or Associates of Sciences (AS)” language (Brown/Darveau)

Students transferring to UNK with an Associates of Arts (AA) degree *or Associates of Sciences (AS)* from a regionally accredited institution will have fulfilled UNK’s GS program requirements. Students are expected to complete GS requirements specified within their program of study.

Discussion: Schipporeit: Will we require that students have a complete AA or AS degree in order to accept these degrees? Don’t want a student “in progress.” Darveau: Deans are working to set up a bunch of 2+2 agreements. Don’t want to shut door on those. Schipporeit: Best interest of students not to finish associate’s degrees in terms of time and debt. Dillon: Upon admission or upon enrollment or upon first day of semester here at UNK? Schipporeit: Treat it like high school graduation and wait for final transcript, then do final degree audit. Put students in “holding pattern” like high school students prior to graduation. Get final transcript and evaluation before they enroll for the fall. Huge mistake not to make a decision on this.

Bridges: For 2+2 are they transferring as a graduate with an AA/AS degree or in a 2+2 program in progress? Darveau: In progress. Schipporeit: We have pathway programs with multiple programs. This is a question about when they arrive here, can we tell them definitively what they need to take? Nature of beast in 2+2 program they’ll have most of GS met. Darveau: Tell students “unless you finish the AA, this is what you must do to complete.” Bridges: If students not enrolled and don’t have completed AA/AS degree they need to complete.

Neal: Replace word “transferring” with “admitted”

Fleig-Palmer: Appreciate concern for students. Concern is that advising/registrar perspective is muddy if we go that direction. Goal of GS overhaul is to make it simpler and streamlined. Darveau: Beat to death with this must be good for transfer students. Darveau: Students completing an AA or AS... Wells: People intentionally wasting time. What about normal first time freshmen articulating into UNK?

Bridges called the question. Motion carries.

New motion to replace “transferring” with “admitted” in the language (Agard/Tillman):

Students *admitted* to UNK with an Associates of Arts (AA) degree or Associates of Sciences (AS) from a regionally accredited institution will have fulfilled UNK’s GS program requirements. Students are expected to complete GS requirements specified within their program of study.

Discussion: Darveau asks to wait and get feedback from the deans on this. Dillon: Given what deans are doing we need to ask deans. Bridges: Perhaps talk with Dr. Bick since he would be in contact with deans? Neal: Could perhaps monitor students in pathways with an attribute. Bridges: Suggestion: Seek feedback and ask if they've considered unintended consequences.

Bridges called for a vote (Yes: 7, No: 4, Abstentions: 0). Motion carries.

Proposal to cap number of department-required hours

Blauwkamp: Suggestion to have different language around BA/BS degree requirements. Darveau: Intent isn't to include BA. Wells: Reason for doing this is for enrollment. Departments should have no specific requirements in the program. Bridges: Many GS courses are required by majors as a foundation for upper level courses.

Question to be addressed is: Do we need a max number of hours that programs can require on GS coursework in general? If so, how should that max come about? Darveau's proposal is a sum of GS plus program hours. Other approach is to say no program can require more than X hours.

Bridges: First question is whether a cap on hours is needed. Second question is how to achieve that. Is a cap on GS hours required by programs necessary? 3
Cap not necessary? 7

Consensus that a cap on GS hours required by programs is not necessary.

Course prefix rule: lecture/lab combinations would not count as 2 separate courses.

Motion: A student may not take more than 3 courses with the same prefix within the General Studies program. Lecture/lab combinations form a single department that are required to be taken concurrently despite being graded as separate courses shall be considered as one unit for this rule. (Darveau/Blauwkamp). Motion carries.

Need another meeting.

Meet 2/27/2020 at 3:30pm.

Look at LOPERS with individual language associated with them, including learning outcomes.

Still things we didn't get to today as well.