

WESTERN MICHIGAN UNIVERSITY
FACULTY SENATE

UNDERGRADUATE STUDIES COUNCIL
Tuesday, 10 February 2015, 3 p.m.
Faculty Lounge, Bernhard Center

Members present: K. Ackerson, A. Anderson, R. Aravamuthan, K. Baldner, J. Cousins, C. Cumming (for C. Tremblay), K. Hillenbrand, C. Koretsky, M. Kritzman, D. Reinhold, D. Sachs, D. Walcott, G. Whitehurst

Absent without substitution: J. Atkin, M. Bracey, L. Coons, M. MacFarlane

Guest: John Geiser (Chair, Committee to Oversee General Education, from Biological Sciences)

Procedural Items

Council Chair M. Kritzman called the meeting to order at 3:03 p.m.

Acceptance of Agenda

Anderson moved acceptance of the agenda, seconded by Whitehurst. Motion carried.

Approval of the Minutes

Anderson moved approval of the minutes of 20 January 2015, seconded by Koretsky. Motion carried.

Chair's Remarks

Kritzman reported on last week's Faculty Senate meeting. She presented MOA's approved by this council on undergraduate certificate programs and on experiential learning. Both were approved by the Senate, and will now move on to the administration for final approval.

Action/Discussion Items

1. Report from the Committee to Oversee General Education – John Geiser, Chair
Geiser addressed the council about what COGE has been up to. Periodically, COGE reviews courses to see if they still meet relevant

standards. They have been recently reconsidering the standards for Baccalaureate Level Writing courses. Geiser presented to the council COGE's most recent draft of a rubric for these courses. Their goal is to create similar rubrics for all General Education course areas. Geiser was looking for recommendations from the council of the best way to get the word out about these new rubrics. A suggestion was made to take the rubric to meetings of chairs and directors. A copy of this rubric is appended to these minutes. Whitehurst moved, seconded by Ackerson, the following statement: *In the spirit of having objective guidelines for approving courses for General Education credit, and to increase the transparency of the curricular approval process, this council supports COGE creating and using rubrics to evaluate and approve General Education courses. The council recommends that the Senate annually disseminate these rubrics to the entire faculty.* Motion carried.

Geiser asked for an exception, for Baccalaureate Writing courses only, to the requirement that all General Education courses be 4000 level or below so that some 5000 level courses could be used for this purpose. Koretsky moved, seconded by Anderson, that 5000 level courses may be eligible for approval by COGE as Baccalaureate level writing courses. Motion carried.

2. Selection of member to serve on the Ad Hoc Plagiarism Committee
At a previous council meeting, Atkin volunteered to serve as the USC member on this committee, but is unable to attend its meetings due to a scheduling conflict. Ackerson volunteered to represent the council on this committee, and Hillenbrand agreed to serve as a backup. The council thanks them both!
3. Council Charges
The council has charges to look at ways both to recruit and to retain undergraduate students. We discussed possible ways to engage faculty in these concerns. The council asked that Reinhold speak to the council at our next meeting about some of the data on best practices on recruitment and retention.

The meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Kent Baldner

Administrative	0-None	1-Low	2-Medium	3-High
Course capped	≥ 60 students per section	> 40 students per section ≤ 59	> 25 students per section ≤ 40	≤25 students per section
Grading scale and criteria including %	No scale	Grading scale present Writing < 20% of grade	Grading scale present Writing is ≥ 20% ≤ 50%	Grading scale present Writing > 50% of grade
Department has set minimum standards for all sections	No standards	Department has set standards. Minimal consistency, high amount of variability across sections of a course, within program or department	Department has set standards. Syllabi show evidence that courses/sections are using a minimum standard discussed in the department or program	Department has set standards. All courses/sections are using the minimum standard Many courses/sections set performance expectations higher than the minimum standard

Learning Outcomes	0-None	1-Low	2-Medium	3-High
Proficiency 2 and how fulfills requirement	No statement	Clear statement identifies course as a proficiency 2 course that fulfills GenEd requirement	Statement describes course's role in students' curriculum to fulfill GenEd requirement	Statement plus Writing learning outcomes present
Demonstrates growth and improvement	No feedback on work	Feedback given to students, No process for students to use feedback to improve writing	≥ 1 draft or feedback used to allow students to improve their writing (per writing assignment).	A process in place for each assignment that encourages students to take ownership of their writing Process for all assignments (student conferences, etc.) to facilitate students' development as writers
Several writing tasks	No writing outside of exams	1 writing task	2 or 3 writing tasks	≥ 4 writing tasks
Emphasis on developing, organizing, and interpreting	Learning Outcomes for writing is not evident.	Writing instruction focuses predominantly on mechanics: organization, grammar, paragraph construction.	Assignments focus on mechanics, development, interpretation of source information, synthesis of ideas.	Assignments show high expectation of proper mechanics, development, interpretation, organization, and synthesis across multiple sources. Syllabus reflects that this is a writing course that teaches discipline specific content