

**Associate Deans Council
September 14, 2022
Meeting Minutes**

Present: Peter Ryan, Tracey Baham, Bimal Balakrishnan, Steve Bullard, LaDonne Delgado, Jim Dunne, Anastasia Elder, Cameron Fox, Dana Franz, Robert Green, Brien Henry, Melanie Loehwing, Ron McLaughlin, Lynda Moore, Tabor Mullen, Andy Perkins, Rebecca Robichaux-Davis, Kevin Rogers, Susan Seal, Darrell Sparks, Lauren Wright, Emily Shaw, Logan Link, Tina Gilliland

Dr. Peter Ryan called the meeting to order at 1:30 p.m.

1. Consideration of the minutes

Upon a motion made by Dr. Darrell Sparks and a second by Dr. Robert Green, the minutes as presented from August 24, 2022, were approved.

2. Announcements

3. Campus Climate Survey – Dr. Tracey Baham

- The 2022 Campus Climate Survey, aimed at making positive, lasting changes that will help build a more inclusive campus environment, will be live September 20 through October 21, 2022. The survey was designed by an external consulting body, Rankin & Associates and will be available on paper or in electronic format. This survey is for students, staff, and faculty. For more information, please visit www.msstate.edu/campusclimate.

4. Curriculum Policy Updates – Dr. Tracey Baham & Dr. Dana Franz

- Dr. Tracey Baham stated as the university starts producing/reviewing policies, there are quite a few things that need to be discussed such as, “What is the difference between a degree program and a major? What is the difference between a major and a minor?” This will be “round one” of the discussions, then on to the Deans Council, Faculty Senate, and Executive Council.
- The council began to discuss the anatomy of a baccalaureate degree. One of the things that has been discussed is “what is the difference between general education and foundational core? And how can we start to disentangle the two?” The baccalaureate is 120 hours at a minimum, but the major is a substantial portion of it. “What proportion of the major must be completed at Mississippi State?”
- Additional baccalaureate attributes:
 - Major = 60 discipline-focused courses
 - Concentration = 18 hours within the discipline to specialize in a topic
 - Minor = 12-15 hours outside of the major
- We need to think carefully about how we double count across these attributes:
 - General core and foundational core
 - Major and minor
 - Undergraduate and graduate courses
- Must limit sharing undergraduate and graduate credit hours to 9 hours that count toward both degree programs.
- Input needed from faculty to form these decisions.

- Federal definitions of certificates are standalone credentials outside of a degree program.

- We need to change our terminology from undergraduate and graduate to the following certificate language:
 - Pre-baccalaureate = lower division coursework that does not rise to the level of an associate degree.
 - Post-baccalaureate = graduate-level coursework beyond the bachelor's that does not reach the level of a master's degree. Students must have completed a bachelor's degree to enroll.
 - Post-master's = graduate-level course beyond the master's that does not reach the level of a doctorate. Students must have completed a master's degree to enroll.
- Endorsements:
 - Recognition of completing a thematic grouping of courses while seeking a degree – formerly known as course recognition certificates.
 - UCCC recommends changing the language to endorsements.
 - Mentioned in the comments on a transcript.
 - Can also think of them as stackable, micro credentials that students can collect on their way to completing a degree.
- Proposed Modification to Gen Ed:
 - Quantitative Reasoning (Mathematics – IHL) at Mississippi State
 - Three hours
 - Met by: Trigonometry, Statistics, Business Calculus, Calculus I, Math for Teacher's Course (Problem Solving), or higher.
- Decisions Points for Mississippi State:
 - Many students in College Algebra are not required to take College Algebra.
 - A notable portion of students track backwards, often making low grades, to avoid higher math courses.
 - Reducing the numbers of students in College Algebra allows instructors to spend more time with students needing quality instruction.
 - Mathematics instructors are in favor of this change.
 - College Algebra does not meet the Interstate Passport student learning outcomes for Quantitative Reasoning.
- Modification Options for Programs:
 - Degree Cover Sheet
 - Four choices provided
 - 1. No Action-Degree Program already requires math courses beyond College Algebra, so no change
 - 2. Three hours will be moved to free electives-Technical Change
 - 3. Degree Program will reduce program by 3 hours-Technical Change
 - 4. Degree Program will use this opportunity to revise the degree and clearly define Gen Ed courses and Foundational courses.
- Proposed general education rationale for syllabi:

Each general education course syllabus should include a rationale for general education requirements, as well as a sentence to explain how the course connects to general education outcomes. The following statement proposes this language:

 - (Faculty will provide another sentence explaining how the specific course fits into general education.)

General education provides a platform for fostering proficiencies that span all fields of study (e.g., social, and ethical responsibility, critical thinking, evidence-based reasoning, communication, and problem solving) while also providing opportunities for hands-on experience with complex questions and problems. By facilitating students' exploration of issues and questions that bridge multiple fields of study, general education helps students build the broad and integrative knowledge they need for careers, while also preparing them directly for questions and issues they will confront as citizens in a globally engaged democracy.

Meeting adjourned at 3:00 PM