

Brownfield, Kristi A

From: Dannenbring, Tasha
Sent: Thursday, January 17, 2019 3:55 PM
To: Brownfield, Kristi A; Carriveau, Pamela; Crawford, Chris; Daniels, JasonE; Dreyer, John R.; Forbes-Boyte, Kari; Gibson, Jonathan E.; Grettler, David; Johnson, Viki; Klein, Nicole; Miller, Tyler; Peterson, Douglas (USD); White, George
Cc: Peterson, Douglas (USD); Perry, Jay
Subject: Social Science Discipline Council

Good afternoon,

I would like to take a moment to address you as a group, explain a few details about the council, and alert you to a request I will be distributing in the coming days. But first, I would like to thank all of you for your continued willingness to serve on the Discipline Council, your expertise in the subject matter is critical to the faculty driven assessment process of General Education. We value your input and time as we work to gather artifacts for review at the summit. The [Discipline Council Guidelines](#) serve as a framework to guide the valuable work you do. For some, this may be a review, but as Doug Peterson (Chair) and I were visiting about the question that came up, we felt it warranted to send a group message introducing everyone to the group and tasks at hand.

A few examples of tasks you may be asked to do as part of membership on this council include:

Review request for prior learning credit if a new request.

Review new course proposals.

Review pre-requisites or other relevant course policies.

Doug Peterson (USD) serves as the Chair for this Discipline Council. He and I visit on an intermittent basis regarding questions that surface relating to various discipline specific topics and assessment. A question has arisen that warrants input from the discipline council via email response. I will be sending an email (in the next few days) asking for input on a message that will be sent to you and the Institutional Assessment Coordinators (AAC will be CC'd) regarding collection of artifacts for System Assessed General Education Courses. This memo will outline some details regarding this faculty driven process, and provide you with examples of artifacts that can be used for submission. Ultimately, you are the expert, and any type of student work that you feel is valuable to use as a demonstration of student learning will be accepted for the summit, so long as it is properly labeled. Myself and your institutional assessment coordinator can work to accommodate various modalities of student work that you may desire to use.

I appreciate your contributions to the group, and will be in communication with more detail.

Thank you,

Tasha

Tasha M. Dannenbring, PhD
Director of Assessment and Institutional Research
South Dakota Board of Regents