Attendance: Wanda Day, Heather Olson, Dr. Martin Tawil, Dr. Mary Ellen Schultz, Dr. Duke DiPofi, Scott VanSelow

I. Open Education Resources: After a productive discussion, the department voted to adopt OER for SLS 1515. The current Pearson Keys to Success and MSSL will not be used after summer 2018.

   a. Prof. Day and Dr. Shultz will bring selected materials to our next meeting for possible adoption.

II. Academic Success – SLS faculty adopted a Rubric to evaluate QER Materials (Attached).

III. SLS 1101 – Recommendations:

   a. Align assignments SLS 1101 with 1515

   b. Create a Canvas Shell for SLS 1101

   c. Require faculty credentialing to include SLS Modules, and Canvas Training course.

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Comprehensiveness					
The text covers all areas and ideas of the subject appropriately and provides an effective index and/or glossary.					
Content Accuracy					
Content is accurate, error-free and unbiased.					
Relevance Longevity					
Content is up-to-date, but not in a way that will quickly make the text obsolete within a short period of time. The text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement.					
Clarity					
The text is written in lucid, accessible prose, and provides adequate context for any jargon/technical terminology used.					
Consistency					
The text is internally consistent in terms of terminology and framework.					
Modularity					
The text is easily and readily divisible into smaller reading sections that can be assigned at different points within the course (i.e., enormous blocks of text without subheadings should be avoided). The text should not be overly self-referential, and should be easily reorganized and realigned with various subunits of a course without presenting much disruption to the reader.					
Organization Structure Flow					
The topics in the text are presented in a logical, clear fashion.					
Interface					
The text is free of significant interface issues, including navigation problems, distortion of images/charts, and any other display features that may distract or confuse the reader.					
Grammatical Errors					
The text contains no grammatical errors.					
Cultural Relevance					
The text is not culturally insensitive or offensive in any way. It should make use of examples that are inclusive of a variety of races, ethnicities, and backgrounds.					
Comments:					