



**General Education Curriculum Committee  
Meeting of October 12, 2006 – 3:00 p.m.**

**Minutes**

*Attending (Voting Members):* Batchelor, Boyd, Busch, Futrell, Gray, Johnson, Tyler, Schultz, Swanson, Weinberg, B. Williams; *(Nonvoting):* Billingsley, Dablow, Dietrich

**Approval of Minutes**

The minutes of September 13, 2006 were approved.

**Course Proposal Update**

No proposals have been received for review.

**Cultural Diversity Transfer Credit**

The office granting transfer credit in admissions has a method to establish if a credit should count for general education generally. Cultural diversity (CD) presents some unique problems and needs some standard, prescribed approach to establish a finite turnaround time rather than muddling through each individual case when it comes in. Roughly, about six or eight of these cases occur a year.

Discussion:

- Possibly, the representative to the GECC from the unit in question could, at the least, serve as the primary point of contact. Further, each year, points of contact on the GECC could be established.
- Should the expertise and decision rest with Registrar's office? Many departments want to be consulted if questions arise. It is the method of consultation that needs to be established for CD credit.

Motion passed: Admissions office will continue to make decision for straightforward cases.

When doubt arises concerning general education and CD credit, the chair of the GECC should be contacted. The chair shall have known contacts on the GECC (established each year) whom he can contact for recommendations and has the right/discretion to solicit advice from anyone he thinks is appropriate.

**Course Syllabus Review**

Generally, the GECC never looks at course syllabi once a course is approved as a general education course. Some courses have been general education for a significant time period and there is no check as to whether the course still fits with the original proposal. Therefore, a review of general education course syllabi needs to be done in some manner.

Two basic options:

- 1) Initiate a course syllabus review
- 2) Incorporate syllabus review into the assessment process.

The latter seems more straightforward because it would accomplish both tasks with one process. In some ways, it makes sense to consider the course syllabi during the assessment process. However, because assessment is supposed to consider the learning outcomes, not the course itself, the syllabus is not needed with assessment. Further, instructors may find it difficult to

believe that the course is not being assessed if the syllabus is collected. Therefore, the conclusion is to collect syllabi independently of assessment.

If discrepancies are found, what will be done? Does the GECC have the authority to retract GenEd designation? It seems, based on the committee's authority to grant the designation, that the committee would have the authority to retract that designation. At the very least, the discrepancies can be pointed out to the departments. Departments should probably be checking instructor syllabi already – especially part-time instructors.

How will we get the original, proposed syllabus? The syllabus may be on file, either with GenEd files or with the departments.

How many general education courses are there? There are about 150 courses but many of those have multiple sections.

Motion passed: B. Williams will draft a memo to let the departments know that collection of syllabi for review will begin in fall of 2007.

#### New Business

Two items that GECC will be dealing with in the future:

- 1) 'Unmet Demand' for general education courses.
- 2) What will be done with what the assessment data says about cultural diversity courses?

Adjourn 3:40

Prepared by Joe Dablow