

**General Education Curriculum Committee**  
**Meeting of February 12, 2010, 2:30 p.m.**

**Minutes**

*Attending (Voting):* Beattie, Cox, Futrell, Haworth, Karpoff, Koerselman, Maron, Singleton, Tudor, Wolfe *(Non-Voting):* Carden, Dietrich, Robinson, Steinberg

**Approval of Minutes**

The minutes of January 15, 2010 were approved.

**Review Process for CD Petitions: Subcommittee Recommendations**

Robinson reported that the CD Petition Subcommittee met and reviewed three petitions using a CD rubric measuring tool with level-three competency. Two of them did not meet the criteria (all four competencies) and one was administratively appealed due to an advising error, resulting in a requirement waiver. The GECC would have denied the petition and briefly discussed equitable precedent. The question of “who” would inform the students of committee decisions and “why” the waiver was deficient was raised. With endorsements, Koerselman empowered the subcommittee to initially review all petitions and only bring to the full committee those that require additional input in the decision-making process. The allowance of student appeals to these decisions due to an insufficient presentation of information was raised by Karpoff and discussed. To avoid appeals, the consensus was that instructions clearly be presented up front with appropriate contact information in case there are questions about the guidelines. The competencies are already outlined, and Beattie pointed out that the emphasis is on the rubric; students must address each outcome in an intellectual and measureable manner. It is the responsibility of students to be thorough when justifying their petition and demonstrating cultural diversity competency. Since the petition is essentially an appeal, prolonging the process through additional appeals would not be functional. In order to respond to petitions in a timely manner, the subcommittee recommended that deadlines be published early enough to allow time to facilitate response to the waivers prior to enrollment periods and graduation. An efficient process would require only one subcommittee meeting per semester.

**\*Action:** Robinson will work with Steinberg in Admissions to streamline the petition process and make appropriate edits to the online materials. Recommended time line and disclaimer edits proposed by Maron were noted and approved as follows:

- **For students not applying for graduation, petitions for waivers must be made within two semesters** after the cultural diversity experience or the semester after they transfer into the university.
- **For students planning to graduate, the petition deadline for May graduates** will be September 1, and the deadline for petitions of December and August graduates will be February 1.

- Also, incorporate into the on-line guidelines **a statement about it being in the best interest of students to make their best effort on the 350-500 word essays,** demonstrating clear evidence of competency in all four cultural diversity learning outcomes.

Robinson and the subcommittee also explored the notion of making the petition process more equitable for students who don't have the finances to travel abroad by considering significant cultural diversity work or life experience outside of formal coursework or structured study abroad experience. This could include long-term volunteer work or service learning with populations such as refugees (a local cultural experience with international populations included in the CD1 category). This proposal would expand opportunities for gaining competency in the CD learning objectives.

#### Assessment Report

Robinson made an appeal for readers for the NS assessment with the benefit of \$500 for their services and the promise of good intellectual interaction. Training and assessment dates/times were announced with details to follow.

#### Syllabi Template Subcommittee

Robinson recommended that the GECC use the April 22 reading day to review all general education syllabi .

\***Action:** Robinson will create a template for the syllabi review.