Agenda

General Education Requirements Committee
Tuesday 10 November 2015
Faculty Senate Conference Room REND 301
2:30-4:30 p.m.

1. Announcements

2. Minutes from **October 27, 2015**

3. Other Council's Minutes -- Information Items

    a. UCC Minutes for **October 22, 2015**
    b. Faculty Senate Minutes for **October 12, 2015**

4. Upcoming SBOE Gen-Ed Discipline Group Summit Dec 3-4

    a. Should GERC communicate with reps before meeting?
    b. Should GERC request reports after meeting?

5. Incoming Proposals and Plans

    a. Progress report – which plans are still missing?
    b. Assessment Plans
        i. Motions to approve plans
        ii. Discussion of borderline and problematic plans
    c. Course Proposals

6. Communicating expectations for Spring assessment implementation

    a. General policies for the retention of student work throughout assessment. (see Academic Affairs Q & A document)
    b. Expectations for detail of reporting in Fall 2016 – what info will have to be included
    c. What is the procedure for amending assessment plans?
    d. Any other important clarifications GERC should deliver, or policy GERC needs to set before Spring?

7. Remaining meeting scheduling before Spring semester begins

8. Adjourn

Future Business

a. ENGL 1101 Course Proposal & Assessment Plan
b. Addition to written communication learning outcomes – need we re-evaluate?
c. Revise Gen Ed proposal form (largely to account for existence of separate assessment plans).
d. Acceptable grade threshold for Gen Ed courses - currently D except ENGL 1102, where it is C - should this be standardized?
e. What happens to transfers from the quarter system who have taken two classes in an objective, but not earned 6 credits in that objective? Currently they may make up the credit difference in any general education coursework.
f. Should institutionally designated gen ed credits transfer as gen ed regardless of alignment of institutionally designated objectives between schools?
g. Should test credit count towards general education requirements? In most cases it does, although tests do not necessarily address gen ed objectives.
h. What is the best procedure for nomination and approval of reps to state gen ed groups?
i. Assessment reporting methods – online tools?
j. Revisit learning outcomes for objectives 7-9 (improve assessment clarity).
k. Extent of offerings in 7-8 – combine?
l. Revisit bylaws in light of new state definitions and assessment plan.
m. Relationship of Gen Ed assessment to IEAC work.
n. Should we formulate and assess program outcomes for Gen Ed (critical thinking, etc.) [CWI is doing this.]