

**General Education Curriculum Committee 2004-05
Meeting of May 5, 2005 – 10:30 a.m.**

Minutes

Voting Members Attending: Ann Allen, Julie Berman, Sherri Brown, Richard Dugger, Karen Gray, Carol Holloman, Anna Marie Johnson, Avery Kolers (Chair), Babu Nahata, David Schultz, David Swanson, Larry Tyler, Bronwyn Williams, Bill Weinberg

Others: Dale Billingsley (non-voting), Kathy Carden (staff), Julia Dietrich (non-voting), Dan Mahony (non-voting)

Guests: Tim Kracker, Jenny Sawyer, Janet Spence

1. The minutes of April 8, 2005 were approved.

2. **General Education Equivalency Proposal for 100- and 200- level courses:** Jenny Sawyer gave an overview of the proposal, which is being re-visited under a new administration. Upon implementation, this process would better serve transfer students, especially out-of-state transfers (a large population). In order to put a transfer course into the tracking system in a timely manner, immediate decisions about equivalencies need to be made. Admissions is authorized to make initial equivalency decisions; however, they are seeking specific guidelines from faculty who can represent general education course offerings (the majority of lower-level courses). Once the guidelines are written, transfer credit specialists will interpret the equivalencies, working closely with the Coordinator of Transfer Services. Centralization in Admissions will expedite the decision-making process, provide more equity, free up time for advisors to focus on other issues, and spare students the runaround.

The problem has been with courses that don't have likely course title matches, such as Appalachia Folklore. To salvage this credit, it might satisfy a Humanities requirement. Religious Studies is also a troublesome area, partly because of the distinction between private and public institutions. Also, to name a few, UofL does not teach zoology (consult Biology) or a match for AP Environmental Science (currently an elective).

Janet Spence commented on the issue of student shopping for course approvals. Note: Equivalency changes are not retroactive. Solid decisions need to be made, balanced by the removal of barriers to graduation. Jenny does not want to see students taking duplicative courses, which might also positively impact the course demand problem.

Within the degree audit system, these decisions would be represented by "pseudo" courses. Tim Kracker reported that UofL has set up several pseudo courses to represent courses that are not taught here, but there is no assumption that they meet general education requirements. Decisions are being made at the department level.

Only one equivalency is allowed for each course. Currently, all A&S departments except one allow Admissions to do the 1-to-1 equivalency.

Janet Spence stressed the need to implement this process to bring UofL up to speed in the degree audit system.

*ACTION: The GECC unanimously approved the proposal, pending approval by the A&S Curriculum Committee. An initial review by Dean Hudson requires one change: replace the word "periodic" review with "annual" review.

Upon approval by the A&S Curriculum Committee, the GECC is asked to designate a liaison in each discipline area to assist with the writing of the guidelines (to be distributed in electronic form) and to serve as a contact for questions or appeals. Also, an annual review is required. *Pending A&S approval*, several committee members either agreed to serve or were recommended to serve as unit liaisons: David Schultz (Natural Sciences), Bronwyn Williams (English/WC), Wiley Williams (Math), Sherri Brown, working with Ann Allen (Social/Behavioral Sciences). Ed Segal might serve as the cultural diversity contact, working with Ann Allen. History allows Admissions to match courses. Liaisons are also needed for Arts & Humanities and Oral Communications/OC. Guidelines will have to serve as an umbrella for all social science courses.

3. **Rubrics:** Kolers reported that he and Drs. Billingsley, Dietrich and Mahony will meet with the A&S Chairs on May 16 to discuss general education assessment and the rubrics. Departmental supplementary specifications from the chairs will be sought, but the broad competency categories will not change. Kolers and Allen have already met with the History chair since that department will be assessed in the first phase. Kolers and B. Williams clarified a number of questions about how the rubrics assessment would work:

- every sample piece does not have to be read for all three competencies
- there must be evidence of what the student is learning for a valid assessment
- the division-level Humanities rubric (for Critical Thinking) might serve as a pilot
- faculty members do not need to teach to the rubrics

4. **Summer Graduate Student Assistant:** Billingsley announced that the committee would have the services of a graduate student over the summer.

5. **Training for Assessors:** pending

6. **Election of New Chair and Transition:** Bronwyn Williams was elected as the new chair of the GECC, effective July 2005. Avery Kolers was applauded for his service as chair through June 2005.

7. **CPE/General Education Reform :** Billingsley, Dietrich, Gray and Mahony attended the CPE meeting on General Education Reform. Dietrich will serve as a representative

during ongoing discussions across the state about possible general education reform. The proposal for a statewide general education program was met with negative feedback. Mahony commented that assessment at a statewide level would be difficult.

8. **New Business:** Gray recommended publicizing a change of attitude toward general education to help students understand why they are required to take general education courses. In terms of presentation of a justification, Billingsley suggested working from the first-year experience base.

Kathy Carden, recorder