

General Education Curriculum Committee
Meeting of September 25, 2009, 2:30 p.m.

Minutes

Attending (Voting): Cox, Crespo, Futrell, Karpoff, Koerselman, Maron, Singleton, Tudor, Weinberg, Wolfe, Zimmerman (*Non-Voting*): Bays, Billingsley, Carden, Carpenter, Dietrich, Reed, Robinson (*Guests*): Natalie Davis

Approval of Minutes

The minutes of August 28 were approved with one correction by Crespo.

Introductions

Adam Tudor, a sophomore Political Science major, joined the committee as an appointed SGA student representative. Brittany Carpenter, a graduate student in Education, is interested in higher education administration and will participate in meetings.

Course Proposal Subcommittee

The deadline for receiving general education course proposals for the 2010-2011 academic year is November 13. Therefore, a subcommittee of volunteer reviewers was formed as follows: Weinberg (Chair), Singleton, Futrell. An additional faculty rep and a student rep are welcome.

Petition Forms for CD Credit

The CD petition forms will be accessible on line. The exact location and links will be announced.

GER Transfer Equivalency Practices

Natalie Davis, Transfer Credit Specialist in Admissions, gave an overview of how transfer equivalencies are determined (reference handouts). When making comparisons, the five transfer specialists know what to look for and have access to course descriptions from other institutions. If not comfortable with making a decision, departments are consulted. In some cases, additional information from the student is required. If an obscure title is approved for general education credit, it is added to the data base (this step indicates that research has been completed prior to approval). If not approved, the course goes into the data base as an elective.

Koerselman inquired about review practices for determining whether a course has changed focus under the originally approved title. Davis responded that the transfer office especially looks closely at college algebra courses and English 101 and 102. Some English Composition courses only cover part one (equivalent to 101). No substitutions are made by the transfer office; the English Department makes determinations about what is required for the second English course. Most student complaints are with History (European here and American elsewhere) and CD courses. The new CD petition is now in place for students to write about how the course in question satisfies CD credit under UofL definitions.

Billingsley raised the issue of problems that arise when advisors approve courses without formal equivalency approval. Questions were also raised about who has the final say.

*ACTION: The committee agreed to continue with the current process for determining equivalencies, which rests in the Transfer Office in consultation with departments as needed.

Transfer Courses as Prerequisites for Required Courses

Maron raised the issue of the importance of successfully completed prerequisites by transfer students and proposed a flagging system for frequently transferred prerequisite courses that are either required or likely electives in a degree program. Davis informed the group that close attention is paid to prerequisites, especially if required by Speed School. The rule of thumb is to treat questionable prerequisites as electives. Karpoff commented that any student wanting to make a case should be responsible for presenting documentation. Maron was satisfied with the extensiveness of the transfer services process, which answered previous questions and relieves departments from burdensome monitoring.

Credits by Examination

Billingsley presented an example of a case where a transfer student from Auburn was trying to get credit through exam for an English 101 requirement by virtue of an ACT score. Speed School does not use ACT scores for credit, only for placement. A question arose about whether Speed School or the English Department decides. The policy is that the university does not give credit for ACT. The outcome was that the student received credit for the first English course but not the second.

An inquiry about challenge exams was also raised and whether such a testing-out exam could feasibly demonstrate general education competency.

Regarding the issue of credit by exam under the IB Diploma Program, a 2007 IB credit report was distributed. Benchmark institutions like Pittsburgh and North Carolina accept IB exam credit with a minimum score of 5. The University of Louisville only accepts IB exams in eight subject areas compared to up to 40 at other institutions. Local high schools like Atherton and Sacred Heart offer intensive IB courses, and UofL only accepts the higher level (diploma) exams. Dietrich suggested circulating the list to departments in hopes of presenting stronger evidence toward expanding offerings for IB credit. Billingsley suggested that review copies of each of the exams may be obtainable for determining the stringency of exam/course levels.

*ACTION: The GECC will move forward with circulating the IB list for review.

Statewide General Education Requirements

Billingsley distributed a summary of general education requirements at Kentucky institutions. There is an effort to move toward standardization (language, course numbering, etc.) for all state institutions. Koerselman stated that even if there's consistency in course numbers, it does not make the courses the same.