



**General Education Curriculum Committee**  
**Meeting of September 13, 2006 – 3:00 p.m.**

Minutes

*Attending (Voting Members):* Batchelor, Black, Busch, Crim, Howarth, Karcher, Schultz, Swanson, Tyler, Weinberg, B. Williams, W. Williams; *(Nonvoting):* Bachelor, Billingsley, Dablow, Dietrich

Approval of Minutes

The minutes of August 25, 2006 were approved (Handout 1).

Revised Critical Thinking Rubric

QEP critical thinking rubric defined differently than the definition used for general education assessment. The old rubric and the revised rubric were distributed (Handout 2). The revision process tried to align the rubric with Bloom's taxonomy, as you move down the column for the rubric, you move up Bloom's taxonomy of learning. It is not a radical change and the new rubric should undergo a 'trial' reading in order to verify usefulness.

- Discussion: One concern is that this new rubric might impact data collected thus far and the associated analysis, but because the revision is slight, it should not impact data.
- Discussion: Makes clear the distinction between 'whether or not present' and 'whether or not asked for' which was an ongoing problem during assessment.
- Motion passed: Adoption of new rubric approved with an amendment to change wording of column 1 to read "Not evident" versus "absent".

Course Proposal Process

Whether or not proposed courses should be considered as sub-committee or in full committee may largely depend on the number of proposals received. To date, no new proposals have been received.

It may be appropriate to incorporate rubrics used in the assessment process into the course proposal process. A section in the proposal process may require a statement of how this course and its assignments fit with and advance the assessment rubrics or rubrics may simply be made available and visible to faculty during the proposal process.

- Discussion: Is there any reason to not include rubrics as part of the course proposal process?
- Discussion: Is there anything in the current proposal process that forces an acknowledgement of the role of the assessment process?
- Motion passed: Rubrics should be included in the proposal process. (language and particular details will be determined later)

## New Business

### *Courses abroad counting for general education*

The transfer office has the ability to evaluate and bring in or apply courses where it best fits, general education or otherwise. Courses taken as part of UofL – Panama need to be designated as general education, specifically cultural diversity, in order to count for that requirement.

### *Cultural Diversity*

Looking ahead, the idea of what cultural diversity is, what assignments display it, and how to assess it varies widely and presents challenges that will need to be addressed.

### *Assessment*

Most of the general education courses that have been assessed have been lower level courses. It may be appropriate to distinguish between low level and upper level courses in order to show “value-added” during the assessment process.

Adjourn 3:40

Handout 1 – Minutes of Aug 25, 2006

Handout 2 – Critical Thinking Rubric (Original and Revised)

Prepared by Joe Dablow