

General Education Curriculum Committee
Meeting of September 17, 2010, 12:00 p.m.

Minutes

Attending (Voting): Brandt (student), Cox, Crespo, French, Futrell, Koerselman, Mansfield-Jones, Maron, Martin, Masolo, Singleton, Weinberg, Willey, Wolfe, Zimmerman *(Non-Voting):* Bays, Billingsley, Carden, Dietrich, Karega-Mason, Reed, Steinberg

Preliminary Reports

Faculty Senate Report: Every five years, the Faculty Senate (Academic Programs Committee) is charged to review the function and structure of the General Education Curriculum Committee. Although behind schedule, this process has begun and the GECC is responsible to respond to the questions outlined in the memo of April 8, 2010. Information has been gathered but a subcommittee of volunteers is needed to write the report under the leadership of the GECC chair.

***Action:** Report due fall 2010.

Assessment Overview: Karega-Mason shared an overview of general education assessment including the background on the assessment project, an update on Phase I (all departments assessed as of Spring 2010), the time line for Phase II (currently collecting documents from English for the scheduled reading in January 2010), and the implementation of the Livetext system (to collect and assess electronically).

***Action:** Assessment Coordinator to compile the Phase I report including the scoring results that will be interpreted by the GECC.

A&S General Education Alignment with i2a: Wolfe gave a brief overview about collaboration between the A&S General Education Committee and i2a. The purpose is to infuse i2a outcomes more systematically across the lower-level general education curriculum. Specifically, there's an effort to 1) find out where on the general education CT rubric that students are falling and then determine where they should fall, 2) to develop a curriculum map, and 3) to determine where else to align i2a and general education.

Introductions

New and continuing members introduced themselves (see updated roster). Joy Karega-Mason, an English Department Ph.D. candidate, is the replacement for Michelle Robinson as the Project Coordinator for General Education Assessment.

Approval of Minutes

The minutes of April 23, 2010 were approved.

Review of Charge

Koerselman referenced the function and structure document (charge by the Provost to the GECC), which underwent some editorial updates in fall 2009. One part of the committee's

oversight charge is the review of general education courses (all sections) to determine if they have migrated from the original intent and required learning outcomes.

Reference Binders – Review and Updates

Carden guided the committee through the various tabbed sections of the general education reference binder, calling attention to the course proposal deadline, requirements and approval process. Handouts of updated documents were distributed, and members were encouraged to keep their binders current. General education guidelines, course listings, minutes, learning outcomes, assessment rubrics, CD petitions and other pertinent documents utilized by the university community can also be found on the general education web site at <http://louisville.edu/provost/GER/> .

Assignments from the Provost and Policy Issues

Assessment: The goal of assessments is to improve the general education program based on an interpretation of the results by the committee. Koerselman raised the question of whether the departments have changed their minds about wanting to see the assessment scores. Originally, the assessments were to be conducted without the possibility of incriminating an individual instructor or particular course. If results can be shared without such identification, perhaps it will be the will of the departments, subject to approval of the chairs and deans, to receive the next round of results.

Review of Syllabi and Adherence to Current SLOs: Billingsley reported that the 2007 syllabi collection, along with the addition of more recently approved course proposal syllabi, will serve as the baseline for the syllabi assessment on adherence to student learning outcomes. Although previously postponed, the syllabi assessment will be conducted this fall. The committee was reminded that originally (in 2001), some of the general education courses were grandfathered in during the implementation of the university-wide gen ed program. Now course proposals undergo a formal review process based on specific syllabi guidelines and with the guidance of the 2004 templates for each content and competency area.

***Action:** A subcommittee of GECC volunteers will design the template/rubric (check-off sheet) and propose the assessment process for completion this fall.

Additionally, Billingsley commented that the state is concerned about equivalencies and is implementing statewide SLO (student learning outcomes) mappings.

Issues with CD Petition Process: Although the university no longer has a shortage of cultural diversity courses, there are more and more students who want to use study abroad experience for CD credit. The requirement is that they must satisfy the student learning outcomes. One issue is that some students want to have advanced certification of credit because they use financial aid for travel. However, if they cannot receive credit either because the course at the site abroad is not offered or because they decide not to go, the money must be returned. The dilemma of tentative approval was discussed at the last GECC meeting and a decision was made not to grant it. Billingsley commented that the university has to be very careful about the allowances made.

Another issue is that the new CD petition process has resulted in all kinds of petition requests, and one firm policy is that there are no course substitutions for general education credit. Any department trying to grant exceptions without passing the request through the GECC is in error.

Study Abroad pre-planning Rubric: Students cannot study abroad and then as an after-thought think that they may receive CD or any other gen ed credit, nor is advance approval permitted. Therefore, some pre-planning is advised. For example, essays will be evaluated using the assessment rubric for cultural diversity. Also, Futrell has proposed a solution document to address several study abroad scenarios, including a detailed explanation about what guidelines students would be expected to fulfill in order to receive credit. Additionally, his solution for transfers who complete a study abroad course for which UofL has no equivalent might be remedied by a department's proactive creation of special topics courses that meet CD criteria. The proposal was distributed for review and future discussion.

Special Waiver Requests: The Provost wants the GECC to review and document all waiver requests to avoid problems.

Election of Committee Chair

Nominations for chair were solicited. Koerselman was unanimously re-elected.

Subcommittee Volunteers

Volunteers for the various 2010-2011 general education subcommittees were identified as follows:

CD Petition Subcommittee: Joy Karega-Mason (convener), Fannie Cox, Mindy Steinberg (non-voting), Dismas Masolo, Beth Willey, Kurtis Frizzell (student rep)

Syllabi Review Rubric Subcommittee (formerly called Template Subcommittee): Joy Karega-Mason (convener), Fannie Cox, Fabian Crespo, Joanna Wolfe (English), Marti Zimmerman (Math), Julia Dietrich (non-voting)

Course Proposal Subcommittee: Kathy Carden (convener), Al Futrell, Jackie Singleton, Bill Weinberg, Jennifer Mansfield-Jones, Justin Brandt (student rep)

Faculty Senate Report Subcommittee: Herbert Koerselman (chair) will contact Julia Dietrich and a few experienced members to assist with the writing of the report.

Future Meetings

The next meeting of the GECC is set for October 15, at 2:30 p.m. in the Jouett Hall Conference Room. Additional 2010 meetings are scheduled for November 12 and December 10.

Prepared by Kathy Carden