

General Education Curriculum Committee
Meeting of September 13, 2013, 2:30

Minutes

Attending (Voting): Bradley, Brueggemann, Desoky, Fernandez, Futrell, Mabry, Reynolds, Singleton, Song, Swanson, Tillquist

(Non-Voting): Bays, Billingsley, Carden, Dietrich, Gilchrist, Karega

Approval of Minutes

The minutes of May 7, 2013, were approved.

Introduction of Committee

Introductions were made and new committee members were welcomed. Pending appointments include representation from Music and an additional representative from Speed.

Review of Committee Charge

Singleton gave an overview of the structure and function of the GECC, a recommending body to the Provost.

Election of Committee Chair

After a call for nominations, Jackie Singleton was re-elected to serve as chair of the GECC.

Subcommittee Service Volunteers

Tasks of the following three subcommittees were reviewed and volunteers were solicited.

Course Proposal Subcommittee (coordinated by Kathy Carden): Caleb Mabry will serve as the new student representative; other volunteers include Bradley, Fernandez, Futrell, and Song.

*ACTION: The subcommittee will meet as soon as possible following the November 15 course proposal submission deadline. Carden will provide advance copies of the proposals for review.

CD Petition Subcommittee (coordinated by Joy Karega): Albin George will continue as the student representative; other volunteers include Desoky, Masolo, Reynolds, and Singleton.

*ACTION: Karega will pass on CD petitions for review.

Assessment Subcommittee (coordinated by Joy Karega): The work of this subcommittee is a collaborative effort with the CEHD team. Members include: Brueggemann, Gilchrist, Bays, Dietrich, and Karega (Program Coordinator for General Education Assessment).

*ACTION: Karega will consult the committee by phone, e-mail, and convened meetings.

Reference Binders and Web Site

New members were presented with a general education resource binder, including documents that also can be found on the general education web site at <http://louisville.edu/provost/GER/>.

Continuing members received updated sections to the binder, including the general education section of the course catalog and CD petition guidelines and forms.

CD Petition Review Update

Karega reported that six CD petitions were approved during the summer and that the quality of the essays is improving.

Rubric Assessment

At the October meeting, Karega will report on the results of the rubric assessment (validity test), as well as the departmental assessments conducted in the spring.

Statewide Assessment Plan

Billingsley gave a historical narrative of the evolution of the current statewide assessment plan and university-wide general education curriculum. In 2004, critical thinking became the central focus of the QEP. In 2007, general education assessment in the three overarching categories of critical thinking, effective communication and appreciation of cultural diversity met SACS criteria for compliance. Then, in 2010, the General Assembly passed HB160, requiring an alignment of general education outcomes so that students would not lose credit when transferring. Dietrich was involved in the series of meetings among state institutional representatives assigned with the task of matching requirements in five areas with the goal of making transfers more efficient. The assessment of the five topical areas is now required by the statewide general-education assessment.

Karega, who has mapped the Lumina Foundation's DQP (Degree Qualifications Profile) to both the statewide and university SLOs, called attention to the following quotation on page one of the updated statewide general education assessment plan:

All Kentucky public universities and KCTCS colleges are expected to assess, in accordance with SACS-COC *Principles of Accreditation* and based upon nationally accepted standards, the student learning outcomes associated with their general education programs, indicate the relationship to the faculty-generated Statewide General Education Student Learning Outcomes, and provide evidence of ongoing assessment that ensures comparability for transfer purposes on a three-year cycle.

With the idea of bringing UofL's topical GER into the statewide general education framework, Karega provided a matrix with Social and Behavioral Sciences (SB) serving as a model. She compared each column of the matrix as follows:

- 1) UofL's gen ed SLOs and Competencies
- 2) Statewide gen ed SLOs
- 3) DQP areas of learning

Karega commented that UofL is the only state institution with a mandatory history requirement with its own SLOs and those SLOs are assessed along with the SLOs for the SB topical category. Everything lines up well with the rubrics using language similar to the DQP and drawing upon that framework to think about what we want students to learn in the gen ed program. However, the university's assessment model must be revised to provide evaluation of the five topical areas.

To clarify a question raised by Futrell, although there is no state requirement in CD, there is no problem transferring in since transfer students are not required to do additional work. Also, UofL courses fulfill a CD requirement in more than one discipline with gen ed certification, including SB disciplines. Karega will be transparent when reporting that UofL integrates CD as a competency in the various content areas. However, the difference between using discipline-specific areas and the broader topics may be an issue based on the expertise of the reader. For example, the review of mathematics may need to be negotiated at the divisional or departmental level.

The overall intent is not to develop a universal curriculum but to better facilitate the management of transfer students and to use assessment reports to improve student learning outcomes.

In response to Dietrich's question about the civic learning gap, Billingsley suggested using the CUE model in i2a, reporting on students at the end of their career but not in general education. Civic learning takes place in major discipline-specific courses.

QC Project

Billingsley briefly explained the genesis of the Quality Collaborative (QC) Project in relationship to Kentucky's Tuning Project on the Biology side between UofL and Elizabethtown Community College. Although not requested, funding from a Lumina Foundation grant came to UofL through AAC&U. As an outgrowth of a pilot transfer model for Biology, collaborations and professional learning communities in the areas of mathematics and composition also are under discussion.

Status Report: GER Math Requirement and Disabilities

Billingsley reported that the A&S Admissions & Appeals Committee brought forward the issue of students with severe disabilities affecting their success in completing the GER mathematics requirement. A&S researched the practices of sister and benchmark institutions and noted that some of them, including UK, offer options for a substitute course. All require that the incapacity must be properly documented as a disability. In follow up to the GECC's proposed alternative pathway for these students and a discussion with the chair of Mathematics, Billingsley recommended that the issue be referred back to the A&S Dean and Tamara Yohannes for guidance. To address the concerns of Bradley, Billingsley explained that any substitute course accommodation would not be advertised and that only 3 students presented this clinical disability in petitions for special consideration last year. The proposal is to establish a process in such cases rather than obtaining exceptions from the Provost.

Upcoming Meeting

The next meeting was set for October 18 at 2:30 p.m. in the Jouett Hall Conference Room.

Prepared by Kathy Carden (REVISED 11/8/13, APPROVED 12/20/13)