
Date: September 24, 2020 Time: 1:00pm-2:00pm Location: Zoom

I. MAC Express Qualtrics

- a. Aaron updated the “Crosswalk vs MAC Express Results” doc in Box
- b. Added in language classes, emailed Roberto Campo
- c. French wasn't added in the original crosswalk but Aaron will add sections 103, 104, 203, and 204 into Global Engagement competency
- d. Aaron is updating the list and emailing departments for responses about which competency they want their courses crosswalked into: either they haven't completed the MAC Express yet or they haven't told us which competency
- e. Get the Qualtrics updated then send out to all the Heads and Directors to confirm what they have indicated. We can publish it with disclaimer that it may be subject to change upon GEC's voting or other policies, etc. – can wordsmith later.

II. Pre-reqs for MAC

- a. MAC courses should not have pre-reqs – GEC will have this conversation on Friday
 - i. Dana's concern is that we may have crosswalked courses to be in MAC that we may have to walk back or becomes complicated as we think about seat projections.
- b. Many of the courses we're now adding into the crosswalk like language and math courses fall into this category. We may have added more courses into the crosswalk that have categories/markers than originally planned.
 - i. Ex: Spanish and Arabic carried markers in GEP (old gen ed) and this could become difficult with crosswalking them to MAC
- c. Is it worth distinguishing between courses that have pre-reqs independent of their MAC designations and those that are MAC courses?
 - i. Ex: ENG wants to offer a course at the 200 level about rhetoric but they want students to have a more than basic understanding of written communication at the 100 level before they take this rhetoric course.
 1. Pre-req is probably a MAC course.
 2. Jodi and Bruce Banks discussed this briefly after GEC meeting: Chemistry II should be in MAC but pre-req for Chemistry II is Chemistry I, which is already a MAC class so by the time they're taking Chemistry II, the student has already taken the natural sciences MAC credit, Chemistry I.
- d. MAC is so linear compared to the old GEP that the pre-req argument *should* be simplified.
- e. If MAC is 100- and 200-level courses, what would be the negative to restricting the pre-req rule?
 - i. As long as its easily possible for every student to satisfy MAC requirements as intended, it doesn't matter if we're liberal about which courses carry the marker (ex: both Chemistry I and II can be in MAC)

III. Placement exams for MAC Competency

- a. Placement exams can demonstrate competence but do not provide a student with course credits.
- b. What is in the placement test?

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- i. If it only tests language communication then you haven't shown competency in the global or cultural aspects of the competency.
- c. Credit by examination is possible but we may run into accreditation problems.
 - i. You can award credit if the student has demonstrated competency in the learning outcomes, which isn't the case with our current placement tests.
 - ii. Must ensure the SLOs are tested appropriately.
- d. What do we recommend to Council?
 - i. This conversation connects to the prior learning initiative that the UNC System is working on.
 - ii. We need to develop assessments (portfolios, examinations, etc.), an institutional process with an evaluative instrument.
 - iii. This conversation of assessing competency continues to move further up the priority list.
 - 1. Jodi is involved in getting a meeting scheduled for a couple of hours in a few weeks with folks on campus to discuss this issue.
- e. How do we award the credit? Or do we?
 - i. This could work like a CLEP test but how is the student going to get the necessary hours for graduation?

IV. Incubator

- a. Oct 11-12 (when Fall break was originally planned), virtual with synchronous drop-in times
- b. Ben joined the IC meeting today since he's organizing the fall incubator
- c. Day 1 of summer incubator:
 - i. End product was an alignment chart. All the lessons were focused on outcome-based/competency-based learning and the process of course design by starting with those outcomes then aligning your assessments, activities, and assignments toward those outcomes.
- d. Day 2 of summer incubator:
 - i. Fleshing out assignments and building assessments that actually reflect the competencies faculty selected.
- e. Rubrics were not used in the summer incubator but there has now been movement on creating rubrics so these will be added to the incubator framework for the fall.
- f. Faculty continue to ask: What impact does the incubator have on course approvals and inclusion into MAC? Is it just to help them get more organized? Will it expedite the process at all? Is there some way that participation in the incubator specifically impacts that process other than receiving feedback from TIO before submitting for approval? Does the alignment chart help at all with the process, especially when creating completely new courses? What is the pay-off?
 - i. The course (re)design grants happening simultaneously also caused confusion during the summer incubator with general faculty.
 - ii. Lynn Wyrick from Jodi's office can walk faculty through the submission process with their exact course but she also has many templates with screen casts already created.

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- g. Fall Incubator: continue with alignment chart and the authentic assessment assignment.
 - i. For those who attended in May, the Fall incubator will build on the Summer incubator. For those who did not attend, you will get all of the information from both incubators.
- h. Ask from TIO: communication from the Provosts office to all faculty about more concrete ways that the incubator relates to the course approval process, encouraging folks to participate.
 - i. Need this to get directly to all faculty because we keep hearing that folks are not getting info from their Heads.
 - ii. There is a message coming from the Provost today about the Spring schedule. Andrew will send the draft of this message to Laura so she can add a quick addition about the incubator. While not entirely relevant to the original message of the email, it can still be a way to get the Provost's stamp on the work and to get everyone to see it.
- i. Breakout rooms again? Joi can help get folks for each competency again.
- j. Timing: 12-2pm seemed a little too long for most folks – will dial back from fall.

V. Catalog text

- a. IC needs to finalize draft to send to GEC for approval
 - i. Need to move quickly – motivated by advising and registration timelines
- b. Note to GEC: Most of the language in this document is taken from other existing documents.
 - i. Philosophy was taken from university's website but edited to address competencies.
 - ii. Description of MAC was taken from the document that was voted from and approved by Senate last year.

VI. Important dates

- a. Oct 1 deadline for re-evaluation of AP equivalencies
 - i. Intended for departments to do
 - ii. For the following fall, as long as this is completed before advising that happens in the Spring (March 2021)
 - iii. Joi and Andrew will draft message to Heads and Chairs but IC needs to pull list
 - 1. Jodi has the list of about 21 exams for all the departments
- b. Aaron finalizing appointment process for GEC member for RCO course review and Honors
 - i. Jennifer has already contacted Lisa O'Connor so this is already being taken care of.
- c. Large-scale planning happening with FYE, not just course-related: Andrew connect with Aaron to communicate plan to GEC

Next meeting: Thursday October 1, 2020