

**Faculty Senate Integrated Learning Core (FSILC) Committee
Charge and Operating Procedures**

July 2019

Revised February 1, 2023

CHARGE

1. To review, approve, conditionally approve, or deny course proposals submitted by educational units to be added to the Integrated Learning Core (ILC) list of approved courses.
2. To maintain long-term oversight of the quality and effectiveness of the ILC, including collection of assessment data to ensure the program fulfills the goal of enhancing proficiency of LSU students.
3. To make recommendations to the Office of Academic Affairs concerning student petitions for exceptions to the published ILC requirements, including course substitutions.
4. To evaluate the effectiveness of individual courses in fulfilling the goals of general education by following published procedures for review of courses.
5. To interpret and clarify the philosophy and goals of general education, to keep abreast of similar programs nationwide, to review periodically the existing requirements, and to recommend restructuring, when appropriate.
6. To coordinate with the Office of Academic Affairs, appropriate college advisors, and counseling faculty that students are adequately informed about ILC requirements.
7. To direct, as needed or as requested, surveys of the educational units, including deans, directors, and department chairs to determine the impact of the ILC requirements on areas such as academic programs, facilities, and faculty and staff scheduling. Identified problems will be provided by the committee to the Executive Vice President and Provost.

OPERATING PROCEDURES

1. **Course Proposal Review.** ILC courses at LSU are on a 5-year review cycle, at which time course instructors are required to submit an updated re-application to continue on the ILC course list. Forms for new/re-submitted courses are online in a menu-driven format, and resources are available through the Office of Institutional Effectiveness (OIE) to help instructors develop the proposal. After the proposal has been submitted and checked by OIE, it is assigned to FSILC committee member's for review. The committee members are responsible for reviewing the application for clarity and content, making sure it addresses the material and pedagogy for the proficiency and corresponding dimensions of the AAC&U VALUE rubric(s) chosen for the course, and that it has a well-defined assessment plan. The committee member will make a brief presentation to the FSILC committee regarding the course and the proposal, particularly any concerns regarding content or pedagogy. If the course is not deemed broad enough (i.e., it is mostly for majors from the proposing unit, or requires several prerequisites) it may be rejected. Additionally, course proposals may be

returned to the proposing unit for clarification or modification. Subsequently, proposals that are deemed to be acceptable upon initial review, and those that are deemed acceptable after revision, are voted on by the FSILC Committee and passed on to OAA for approval.

2. **Assessment.** The FSILC Committee, in collaboration with OIE, is responsible for developing assessment guidelines for all ILC courses. Protocols for ILC course assessment have been put in place, which include data collection each time the course is taught, submission of the data annually to the OIE, and 5-year course impact reports submitted by course coordinators regarding trends in the data and use of the results in modifying course content or pedagogies to improve student understanding and achievement of the selected proficiencies. The FSILC Committee will review aggregate proficiency data on an annual basis once ILC has been fully implemented.
3. **Appeals.** The FSILC Committee discusses and votes on all petitions from students regarding desired exceptions to the ILC guidelines. Most of the petitions involve non-ILC courses that students would like to substitute for approved courses. The vote and committee rationale for each petition are passed on to the OAA; historically, few petitions have been supported by the FSILC Committee.
4. **Re-application.** At the time of course re-application, the FSILC committee will review enrollments, grade distributions, and assessment results to ensure that courses are making significant contributions to the improved development of ILC proficiencies in LSU undergraduates. Evidence that a course is not contributing to the ILC program, particularly courses that have not been taught at least once within two academic years, may be dropped from the ILC course list.
5. **Environmental Scanning.** Transition of the LSU General Education program to the ILC program has been based on a wealth of information in the published literature, reviews of similar programs in institutions of higher education across the country, faculty input, invited speakers, and attendance at national workshops on the philosophy and implementation of general education curricula. Many members on the FSILC Committee, including the Vice Provost for Academic Programs (Ex Officio), are well versed in the principles of general education. The FSILC Committee will continually evaluate the direction, structure, and success of integrated learning at LSU, and will recommend changes in committee charges and ILC structure to the FSEC when appropriate. The ILC program will go through a full academic program review every 7-10 years.
6. **Communication.** The FSILC Committee, in conjunction with the OIE and the office the OAA, will coordinate dissemination of ILC requirements to all faculty, counselors, and undergraduate advisers throughout LSU. A goal of the ILC program is to maximize the

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diversity of proficiencies students are exposed to during their ILC program. Hence, it is incumbent on anyone involved in student advising, whether formal or informal, to understand the goals and structure of the ILC, and to advise students in a manner that is consistent with the goals of the program.

7. Impact. The FSILC Committee, in conjunction with the OIE and the office the OAA, will periodically survey educational units as to the perceived status and effectiveness of the ILC program at LSU. Full implementation of the ILC is scheduled to occur in 2022, hence it is anticipated that tri-annual surveys beginning in 2025 will allow sufficient time for units to assess the impacts of ILC courses on development of the nine proficiencies in LSU undergraduates.