

# **GENERAL EDUCATION COURSE PROPOSAL GUIDELINES 2011-2012**

## **CONTENT COURSES**

### **Course Level/Hours**

The General Education Curriculum Committee (GECC) accepts proposals for 100 and 200 level courses which are introductory in nature. Content Courses are intended to be taken by students during their first 60 hours (12 must be completed in the first 30 hours and 21 must be completed in the first 60 hours).

One objective of the General Education Requirements of 34 hours is to offer fewer courses that fulfill the various content area requirements, while allowing students to take more elective hours. Another objective is to offer General Education Content Courses that will provide foundation for later specialization in the major.

### **Development of New Courses**

The GECC recommends that departments/units develop “new” foundational courses at the 100 or 200 level. Also, it recommends that departments review their current 300 level offerings to see if any foundational courses might be converted to the 200 level, incorporating content area outcomes. The GECC further recommends that departments/units develop new foundational courses that combine one content area with the Cultural Diversity competency outcomes.

### **Honors General Education Content Courses**

University Honors courses are the only courses the GECC approves to fill two content areas in one course. Honors courses (HON) are only available to students enrolled in the Honors Program. Under the Written Communication (WC) Requirement, an approved Honors course can be substituted for a writing course in the Department of English.

### **Frequency of Offerings**

Departments should send forward for unit and GECC approval only those Content Courses they intend to offer at least once a year.

## **COMPETENCY COURSES**

### **Cultural Diversity Requirement**

#### **Course Level/Hours**

Courses submitted for the Cultural Diversity (CD1 and CD2) Competency Requirement may span the curriculum (100 to 400 level courses). However, the GECC will not approve 500 level courses for this requirement. Unlike the Content Courses, there is no requirement that

these courses be completed during the first two years.

Students must take 6 hours in courses designated Cultural Diversity (CD1 and CD2), *at least three of which must focus on persons of African, Asian/Pacific Islander, Hispanic or Native American ancestry (CD1 courses)*. Courses that address other ethnic groups or minorities are designated as CD2 courses.

This statement implies that students may take two CD1 courses, but cannot take two CD2 courses to fill this competency requirement.

### **Cultural Diversity Competency Course (CD1 and CD2) Distinctions**

Cultural Diversity courses are divided into two categories: CD1 and CD2. The GECC distinguishes between CD1 and CD2 coding by applying the following distinctions, which are implied by the wording of the approved statement concerning Competency Areas, the statement on Understanding Cultural Diversity, and the four Outcomes. Please see the approved "*Understanding Cultural Diversity*" Learning Outcomes, which can be found at <http://www.louisville.edu/provost/GER/> under the Competency Areas heading of the Learning Outcomes document. These are University-wide outcomes for the Cultural Diversity Requirement.

**CD1** courses are those which focus on *persons* whose *ancestry* lies with one of the following ethnic groups: African, Asian/Pacific Islander, Hispanic or Native American. This designation was adopted with emphasis on specific ethnic groups.

CD1 courses may be of three varieties:

- 1) those which focus on a single ethnicity (named above) in a global context.
- 2) those which focus on a single ethnic group (named above) in the context of American society.
- 3) those which focus on several of the above named ethnic groups in the context of American society.

**CD2** courses may focus on other ethnic groups, as well as on issues of race, gender, and minority status within the United States or throughout the modern world.

### **Frequency of Offerings**

Departments/units should send forward for unit and GECC approval only those Competency Courses they intend to offer at least once every two years.

### **COURSE CODING**

Only those courses that have been approved for University-wide General Education credit will be coded so as to enable students to be credited for fulfilling those content and competency areas. (For an explanation of the course codes, see *General Education Course Codes* on the Provost's web page at <http://www.louisville.edu/provost/GER/> .)

## **MODEL COURSES**

The GECC requests that chairs of departments and unit administrative offices make available to their faculties copies of the proposals and syllabi for the Model Courses which have been approved for General Education. (For a listing of the model courses, see *Model Proposals* at <http://www.louisville.edu/provost/GER/> .)

## **COURSE PROPOSAL PROCESS**

All courses proposed for General Education credit must be reviewed and approved by the department/program curriculum committee and the unit curriculum committee before they are submitted to the General Education Curriculum Committee (GECC). This process requires the completion and submission of 1) the General Education Course Proposal Cover Sheet, 2) the Course Proposal Template(s), 3) the Course Syllabus, and 4) the signed Course Inventory Form (CIF).

*Any proposal packet that is not complete, as specified, will be returned for modifications (with a set deadline for resubmission).*

### **General Education Course Proposal Cover Sheet**

This form must be signed by all parties involved when the actions affect the requirements of more than one department, program, division, or unit. Therefore, prior consultation is required. (See *General Education Course Proposal Cover Sheet* on the Provost's web page at <http://www.louisville.edu/provost/GER/> .)

### **General Education Course Proposal Template(s)**

#### ***Learning Outcomes/Assessment***

The General Education Program at the University of Louisville fosters active learning by asking students to think critically, to communicate effectively, and to understand and appreciate cultural diversity.

Every course approved for General Education credit must address each outcome in its content and/or competency area. **Methods of assessment** must be specified for each outcome.

All sections of any approved course must conform to the learning outcomes for each designated content and/or competency area. The course proposal should take into account possible variations in each section of multi-sectioned courses.

-----  
\*For an **interactive template** for each content/competency area, please see the *General Education Course Proposal Template* at <http://www.louisville.edu/provost/GER/> and click on the appropriate links.

*(The completed course proposal template serves as an attachment to the course proposal cover sheet and is a binding agreement for the course's inclusion in the General Education*

*curriculum. The stated outcomes, exactly as written, have been adopted by the entire University.)*

---

### **General Education Course Syllabus**

A syllabus must be attached to the proposal form. This syllabus is meant to provide evidence that the course (and all sections thereof) will conform to the stated outcomes and assessment methods that appear on the course proposal template (see *General Education Syllabus Guidelines* at <http://www.louisville.edu/provost/GER/>).

### **Course Inventory Form (CIF)**

The CIF must accompany the signed General Education Course Proposal Cover Sheet (required by the Provost's Office). Both forms are required for all newly proposed general education courses. Also, a CIF is required to make changes to existing or currently approved courses (such as coding, title, or course I.D. changes). Note: a separate CIF form is required for each cross-listed course (see *Course Inventory File Form* at <http://louisville.edu/institutionalresearch> ).

### **DEADLINES**

**Unit curriculum committee deadlines (they set their own deadlines) will be significantly earlier than the GECC deadline.** The unit curriculum committees must submit the signed course proposal forms (cover sheet and template), syllabus, and CIF to Kathy Carden, Strickler Hall 235, **by the November 15 cutoff date.**

*\*\*\*Any proposal that is not received by the deadline will not be considered until resubmitted for the next academic year.\*\*\**

7/15/11