



**General Education Curriculum Committee
Meeting of December 9, 2016, 2:30**

Minutes

Attending: Carden (staff), Dietrich, Fuselier, Gilchrist, Libe, Reynolds, Riedel, Seif, Shanahan, Wiggins-Romesburg, Willey, Wright

Absent: Barrow, Billingsley, Cobourn, Cooksey, Desoky, Fernandez, Futrell, Hagan, Howarth, Myers, Pack, Partin, Patton, Ross, Singleton

Approval of Minutes

The minutes of November 4, 2016, were approved.

Update on CD Petitions

Wiggins-Romesburg reported that in November two petitions were approved and that in December four new petitions were received. Two of four were ineligible for consideration since they were study abroad experiences that were not part of a UofL gen-ed course. However, the subcommittee sought approval by the GECC to reconsider a well-written CD petition that was resubmitted as life experience. The particular student in question spent four months abroad engaged in the language, culture, and academic course work. The essay clearly demonstrated the cultural diversity learning outcomes and the assessment rubric measures. In contrast to past study abroad experiences submitted for life experience credit, this student demonstrated that she was truly immersed in the culture. Dr. Riedel expressed some concern about the potentially subjective nature of life experience petitions, however life experience is a CD petition category and committee members evaluate these experiences with the cultural diversity rubric and the learning outcomes.

Although the policy was not clear, Willey moved that the subcommittee could reach out to students affected by the study-abroad guidelines to request resubmission under a more appropriate category. Also, the GECC could continue to approve the recommendations of the subcommittee.

***ACTION:** With this approval, Wiggins-Romesburg will contact the two students affected.

Recommendations of Course Proposal Subcommittee

Wright reported that six general education course proposals were reviewed by the Course Proposal Subcommittee on November 30. Some of the requested codes were denied and some syllabi needed to be modified to satisfy gen-ed course proposal guidelines as follows:

ANTH 202—Introduction to Biological Anthropology with Lab-B
(title change + credit-hour change to 4 hours + request for B designation)
Formerly designated "S" with no lab -- **APPROVED**

ANTH 206 -Principles of Archaeology-B (new four-hour course with built-in lab; taught differently from ANTH 204, which is coded SBCD1) – **APPROVED for B but DENIED for CD2 (does not fit CD2 criteria); modify syllabus accordingly**

ART 200 – Studio Art and Visual Culture-A (new three-hour course)
Open to all students; for non-majors to introduce student to the studio arts – **APPROVED pending modifications to syllabus to strengthen assessments and to incorporate gen-ed SLOs**

GEOS 218 – Global Environment Lab-SL (new course, one-hour lab)
An optional laboratory course to be taken concurrently with GEOS 200 – **APPROVED pending modifications to syllabus to add gen-ed SLOs and corresponding assessments as outlined in the template**

PAS 210 – Introduction to Pan-African Literature-H (existing three-hour course that is proposed for gen-ed credit) **APPROVED pending modifications to syllabus to add gen-ed SLOs and corresponding assessments as outlined in template**

PHIL 315 – Asian Philosophy-CD2 (proposed for H/CD2 but 300-level course number is not consistent with the gen-ed guidelines for introductory content courses) **APPROVED for CD2 but DENIED for H credit; modify syllabus accordingly**

To date, all modifications have been accepted except for one which requires additional tweaking. Wright noted that PHIL 315 drew the most attention due to current gen-ed guidelines related to lower-level (100 or 200) course numbering for foundational courses in the content area.

Libe commented that students would benefit if a course like PAS 210 was also designed to incorporate CD learning outcomes. Carden commented that the subcommittee had raised the same question but that the membership felt that it is up to the department to make those curricular decisions. Riedel agreed with this approach.

***ACTION:** The GECC approved the recommendations of the subcommittee, and Carden will follow up to notify the departments and process the CIFs.

Update on Cardinal Core Proposal

Wiley reported that a subcommittee of the Task Force met to re-write the diversity language and that A&S is more pleased with the revision. Dr. Rajack-Talley led the discussion in faculty assembly. The new language will be inserted into the proposal (pages 8-9), but tagged as “new language for approval.” Wright asked for details about the changes to which Wiley responded. Basically, A&S objected to: 1) international courses being comparative to the U.S.; 2) the wording about marginalization and oppression, stating that it’s less about marginalization and more about understanding the impact of differences and stratification; and 3) not making race, class, and gender specific to the local cultures. Riedel commented that the assembly was small in number but vocal.

There was additional concern about how many 300-level courses will be accepted and confusion about whether a diversity course could stand alone. Dietrich talked about the 31-hour limit and the importance of making diversity courses double count. Although a course may be 300-level work, a prerequisite cannot be required unless it is another gen-ed course like writing.

Thirdly, strong feelings were raised by the English faculty, Associate Deans Council, and others about eliminating the second composition course. A&S wants the additional writing course, noting that about one-third of the freshmen came in with writing credit from non-supervised courses. Some faculty advocated for taking the required general-education hours back up to 34; others recommended eliminating the three-hour elective. This is an issue that will be taken to the General Education Task Force on January 5 when the membership will review all comments that have been collected. In response to Riedel's suggestion about considering a placement test, Willey responded that writing is a "process" that, unlike outcomes, cannot be tested. Wright commented on the need for Business students to be able to do research-driven writing. If a student has completed two levels of writing, then faculty may be more able to work with students on improving their skills.

Any additional revisions to the proposal will be sent to the GECC for feedback; then, the final version will be sent to the units for a vote.

***ACTION:** Shanahan will post the modifications to the Cardinal Core proposal, which reflects changes to the Diversity Student Learning Outcomes. Also, the Blackboard discussion board will be reopened as some units still have not provided feedback.

Upcoming Meetings

The GECC will meet again on January 13, 2017.

Prepared by Kathy Carden