



**General Education Curriculum Committee  
Meeting of September 8, 2017, 3:00**

**Minutes**

*Attending:* Barrow, Beattie, Bertacco, Boehm, Carden (staff), Depp, Desoky, Dietrich, French, Fuller, Goldstein, Howarth, Land, Libe, McClellan, Pack, Riedel, Ross, Seif, Shanahan, Singleton, Wiggins-Romesburg, Willey

*Absent:* Faircloth, Fernandez, Futrell, Partin, Patton, Walton

**Introductions**

New members of the GECC were introduced and welcomed, and the 2017-2018 membership roster was distributed.

**Approval of Minutes**

The minutes of April 14, 2017, were approved (actually re-approved since there was an electronic vote in the spring that included members rotating off of the GECC).

**Review of Charge and GECC Structure**

Singleton gave an overview of the function and structure document, which will be updated to reflect additional revisions: 1) add a Kent School of Social Work representative and 2) change the reporting line to the Vice Provost for Academic Affairs, who will recommend to the Provost.

\*ACTION: Shanahan--post the updated Function and Structure document to the gen-ed web site. Carde--contact Social Work, an undergraduate program that previously was overlooked.

**Election of Committee Chair**

Although Singleton made an appeal for new nominations, she was again re-elected as chair during the transition year between the General Education and Cardinal Core Programs.

**Subcommittee Service and Review of Charges**

Following a review of the charges to the three subcommittees (Assessment, Course Proposal, Cultural Diversity, Course Proposal), volunteers were requested to serve. To maintain consistency during the transition year to the Cardinal Core Program, some Course Proposal Subcommittee members agreed to a two-year appointment.

\*ACTION: The finalized listing will be shared by e-mail, giving absent members an opportunity to volunteer. The coordinators of each subcommittee (Shanahan, Wiggins-Romesburg, and Carden respectively) will follow up regarding meeting times and other business.

**Update on CD Petitions**

Wiggins-Romesburg reported that four CD petitions were approved and three denied.

**Overview of Cardinal Core Program Transition & Policy Clarifications**

Willey brought several overlooked policy matters to the attention of the GECC since they were not addressed specifically by the Task Force in the Cardinal Core Proposal, but may have been

intended. After providing information on past practices, she sought recommendations on the following policies:

### **--Frequency of Offerings:**

Shanahan opened discussion related to the inactive course inventory that was conducted in Fall 2015. The query revealed how many gen-ed courses had not been offered for three years, and a clean-up of courses was made in consultation with the departments and through the CIF process. In an effort to monitor the frequency of course offerings in a non-punitive manner going forward, Goldstein commented that as UofL moves to an on-line catalog that a field about frequency of offerings is included, and that although the catalog is not a contract that the frequency expectation could be included. The CIF and course proposal cover sheet both include this field. Under the current general education program, policy specifies that content courses be offered at least once per year and that competency courses be offered every two years, but no policy statement has been determined under the new Cardinal Core Program. Libe spoke to the importance of offering required courses frequently to assist students with their four-year plan. \*ACTION: To monitor the frequency of offerings, it was recommended that a query of the course inventory be conducted every three years, beginning three years after the Summer 2018 effective date of the new program. This recommendation will be submitted to the Provost for consideration of an amendment to the committee charge.

### **--WC Criteria:**

The current criteria for Written Communications requires 6 hours. As described in the gen-ed course listing heading, the first 3 hours must be in a writing course in the Department of English or be an approved Honors course substitute. Riedel asked why it is so important for students to take writing at UofL. Willey clarified that if a student comes in with AP credit, it must be equivalent to ENGL 101 before taking an additional WC course.

\*ACTION: The GECC concurred with the current practice.

### **--NS Criteria:**

The current criteria under Natural Sciences requires 7 hours: lecture and lab in a single discipline; an additional 3 hours in a second discipline. Riedel agreed with continuing this policy, and wondered why a student would take the lab without taking the lecture or vice versa. Libe said that it could be a problem for transfer students who come in without the lab component. Depp inquired about students who come in with NS credit from high school and asked if they would be required to take both the lab and lecture, matching the discipline.

\*ACTION: The GECC approved the proposed wording under Cardinal Core: 7 hours total, including lab: lecture and lab in a single discipline; an additional 3 hours in a second discipline.

Finally, it was determined that course certification for gen-ed can also count toward the major, as has been the practice (examples include MATH 205 and PSYC 201).

### **General Education Website and Cardinal Core Course Proposal Process and Timeline**

The website <http://louisville.edu/provost/ger/> has been updated to describe the course proposal process with access to all forms. The deadline for submissions in the General Education Office, after initial approval in the academic units, is November 1, 2017. Late proposals will not be considered until the next catalog year. Deans, department chairs, and CIF coordinators have been informed about the new SLOs and reminded about the deadline. Note that some coding

designations will remain the same (WC, OC, S, SL, B, and SB); others are changing (AH, QR, D1, D2, and SBH for historical perspective as a subcategory of SB). The web site outlines the Cardinal Core course codes, specific requirements, and student learning outcomes.

Willey is working with advisors regarding questions that have arisen about the transition. Carden is working with the academic units and Bob Goldstein's Office to implement the course and coding changes.

Willey asked the committee to encourage colleagues to reshape their curriculum under the four central tenants.

### **Course Development Workshops**

Four course-development workshops were scheduled, two in the spring (33 attendees) and two in the fall (11 attendees). Given the low attendance in the fall, Willey is available to meet with faculty or departments who are interested in either revising a current course or proposing a new course for Cardinal Core credit. Also, she offered to host brown-bag lunches in the spring to explore course development for the next academic year.

### **Spring 2017 Natural Sciences Assessment Report**

Shanahan reported on the Natural Sciences assessment process and outcomes. Although a large sample of student artifacts were collected, only about 400 were eligible for review. The sampling was not as random because some large lecture classes did not have artifacts. The final sample included artifacts from Biology (198), Chemistry (53), Geography & Geosciences (59), and Physics (90). Wiggins-Romesburg recruited additional readers from Physics. As seen in the comparison table on page 9 of the report, performance levels increased in every category between 2014 (the last assessment) and 2017, and the target was met for all measures. This indicates that faculty are working hard to incorporate the outcomes in the curriculum.

### **Spring 2018 Oral Communication Assessment**

A new approach for the assessment of Oral Communication courses requires a video sample of student speeches. Blackboard now has a Panopto video platform, and students already are required to record specific speeches. Student will submit their artifacts, relieving faculty of that burden. Shanahan is coordinating with the faculty.

### **Fall Meetings and Course Proposal Reviews**

The meetings scheduled for October and November are for the purpose of reviewing course proposals. These reviews will be conducted by voting GECC members. Training will be provided prior to each session to encourage consistency in the reviews. In the meantime, reviewers were encouraged to familiarize themselves with the materials found on the gen-ed web site under faculty resources <http://louisville.edu/provost/ger/faculty-1> and to make sure that they have access to the Sharepoint site where the proposals are housed. Carden reported that 83 proposals were received in the spring and that others are being collected for the Oct. 13 review.

The full committee will reconvene on December 8, 2017. Carden will announce the spring meeting dates and send appointment slips.

Prepared by Kathy Carden