

Cardinal Core Program Proposal

The General Education Task Force was appointed by the Provost in 2014 to review the existing General Education Program and to make recommendations for improvement to ensure that all students have a strong liberal arts and sciences core at the heart of their curriculum. The Task Force was asked to consider the values of the university and the knowledge, skills and collegiate experiences that our students require to be key decision-makers and productive workers in a democratic society.

The Task Force spent 2015 researching best practices in General Education and gathering feedback from key stakeholders (faculty, staff, administrators, alumni, and employers). Based on the findings of this work, the following is the proposed General Education revision.

Contents

I. Cardinal Core Philosophy and Guiding Principles.....	3
II. Proposed Framework.....	4
III. Student Learning Outcomes.....	5
IV. Stewardship.....	10
V. Assessment of Student Learning Outcomes.....	12
VI. Structuring Principles of Proposed Program.....	14
VII. Implementation/Transition.....	15
VIII. Funding/Budget.....	15
Appendix A: Crosswalk of Current and Proposed Learning Outcomes.....	17

I. Cardinal Core Philosophy and Guiding Principles

Regardless of where we live, our sexual identity, race, ethnicity, gender, religion, language, nationality, social class or any other differences, we share a common humanity. We also face local and global challenges that in one way or another impact all of us. Education has the power to teach us about ourselves and show us our connections to each other. It prepares us to put our knowledge to work on the real problems that face us through promoting ethical intelligence, self-awareness, and the acceptance of diversity.

The General Education Program, known as the Cardinal Core Program, promotes the values of the university and provides the knowledge, skills, and collegiate experiences that students will require in their roles as key decision-makers in a democratic society. Through Cardinal Core, students will have a strong foundation of core competencies that they will need to succeed in their degree program. The Cardinal Core Program provides multiple viewpoints, as well as the technologies and approaches that are important to solving real-world problems and to breaking down barriers of the past.

Critical thinking skills are the foundation for successful navigation through higher education and beyond. The Humanities, Social Sciences, and Natural Sciences all have unique methodologies of critical thought yet they all share a common base: self-reflection. Without maintaining awareness of our personal and cultural biases, a student is less likely to seek out new experiences, people, and ideas, unable to practice qualitative research with academic rigor, or honestly participate in the scientific method. Therefore, self-reflection practices such as: “thinking about one’s own learning” and “interrogating one’s own assumptions and prior knowledge” are vital to the Cardinal Core Program.

The Cardinal Core Program is designed to *engage students in their own learning*. Through intentional pedagogies and teaching practices, assignments, and activities, students and instructors will aim to foster foundational competencies.

II. Proposed Framework

For the General Education Program to meet the objectives described in the Philosophy and Guiding Principles, it will emphasize the development of students' skills rather than coverage of content across the liberal Arts & Sciences. Specifically, students will acquire skills in critical thinking and understanding of diversity (examining one's own biases and reflective learning), effective communication (oral, written, use of technology), and quantitative reasoning.

In order for students to achieve these foundational competencies, instruction of the program courses will involve active learning and engaged teaching practices.

The Task Force further proposes a rebranding of the General Education Program to become the Cardinal Core Program. The new program will require resources (human, infrastructure, technology, training, and incentives) as well as an appropriate timeframe to support its phased implementation.

Current Catalogue

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. Specifically, students will establish foundations in the following content areas: Arts and Humanities, Mathematics, Oral Communication, Social and Behavioral Sciences, Natural Sciences, and Written Communication. Students will also acquire a competency in Cultural Diversity through work in the content areas. Students must complete 12 credit hours of General Education courses within the first 30 degree applicable credit hours earned, and these 12 hours must include the successful completion of the first three hours in Written Communication; further, students must fulfill or begin working towards the Mathematics General Education requirement. Before completing 60 hours, the student must have completed 21 hours of General Education courses, including Oral Communication, Mathematics, and the second three hours of Written Communication.

Proposed Cardinal Core Program Catalogue

The Cardinal Core Program at the University of Louisville prepares students to do the advanced work needed for their baccalaureate degrees and prepares them to contribute to society throughout their lives through their professional work and civic engagement. The program emphasizes the development of key intellectual skills relevant to any career path: critical thinking, quantitative reasoning, effective communication, and the understanding of historical, social, and cultural diversity. Students will develop skills and acquire knowledge in the following content areas: Arts and Humanities, Diversity in the United States and Globally, Historical Perspectives, Oral Communication, Quantitative Reasoning, Social and Behavioral Sciences, Natural Sciences, and Written Communication. Upon completion of the program, students will be prepared to analyze

General Education Task Force

1.13.17

complex problems and evaluate possible courses of action in an environment characterized by diversity and the need for sustainable solutions.

Students should demonstrate competency (through course work or external credit) in the three skills areas (Written Communication, Oral Communication, and Quantitative Reasoning) before completing the first 30 degree-applicable credit hours earned at UofL. Within 60 hours, the student should have completed 21 hours of Cardinal Core courses.

The Cardinal Core Program requires a minimum of 31 credit hours from approved course categories as outlined in the table below. Students must complete a minimum of 12 hours in the Skills courses, a minimum of 19 hours in the Disciplinary Perspectives courses, and 6 hours in Diversity courses. Academic advisors can guide students in the selection of courses.

		Minimum Number of Credit Hours
Skills	Written Communication (WC)	6
	Oral Communication (OC)	3
	Quantitative Reasoning (QR)	3
Disciplinary Perspectives	Arts & Humanities (AH)	6
	Social & Behavioral Sciences (SB)	6 (3 hrs. must be in Historical Perspective)
	Natural Sciences (NS)	7 (including 1 hr. lab)
Diversity	<i>U.S. Diversity (D1)</i>	*3
	<i>Global Diversity (D2)</i>	*3
	TOTAL:	31

***Diversity**

The Diversity requirements will be met by taking courses in other Cardinal Core categories that also carry the D1 or D2 designation. This requirement, therefore, does not add hours to the total Cardinal Core Program.

The committee encourages faculty from across divisions to consider developing new and innovative interdisciplinary courses, within the guidelines set forth by Cardinal Core Curriculum Committee (CCCC).

III. Student Learning Outcomes

The Cardinal Core Program at the University of Louisville fosters active learning by asking students to think critically, communicate effectively, to understand and appreciate cultural diversity, and to demonstrate quantitative reasoning. Students will establish these foundations in the following content areas and the corresponding student learning outcomes.

The Assessment of the Cardinal Core Program will be based upon the following Student Learning Outcomes (SLOs). A crosswalk of the current and proposed SLOs is provided in Appendix A.

Written Communication (WC)

Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:

1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.
2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.
3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.
4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.
5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

Oral Communication (OC)

Oral Communication is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Speak publicly, in both formal and informal contexts, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion;
2. Demonstrate critical thinking and problem-solving skills to understand the intricate link between audience, speaker, and occasion.
3. Evaluate and synthesize materials from diverse sources and integrate multiple perspectives into oral presentations.
4. Analyze and critique the oral communication of oneself and others;
5. Listen effectively, using critical and reflective thinking when responding to communication events.

Quantitative Reasoning (QR)

Quantitative Reasoning is concerned with solving real-world problems through mathematical methods. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1.13.17

1. Interpret information presented in mathematical and/or statistical forms.
2. Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically.
3. Determine when computations are needed and execute the appropriate computations.
4. Apply an appropriate model to the problem to be solved.
5. Make inferences, evaluate assumptions, and assess limitations in estimation, modeling, and/or statistical analyses.

Arts & Humanities (AH)

Arts and Humanities are concerned with the understanding of art, music, theatre, literature, philosophy, and religious thought. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials.
2. Demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context and (2) intellectual inquiry and creative expression within the arts and/or the humanities.
3. Represent and critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts.
4. Communicate effectively in speech and writing, paying particular attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline.

Social & Behavioral Sciences (SB)

Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.
2. Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities.
3. Represent and critically respond to multiple points of view on cultural issues as expressed in different historical, social, and cultural contexts.
4. Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims.
5. Communicate effectively in speech and writing, while respecting others' contributions, through proper citation appropriate to the discipline.

Historical Perspective (SBH)

Historical Perspective is concerned with understanding change over time. Courses addressing this requirement cover a broad body of historical knowledge and compare

General Education Task Force

1.13.17

different societies and cultures. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Demonstrate the ability to use primary sources to answer a question about historical causality or change over time.
2. Demonstrate the ability to understand and contrast alternative historical interpretations of events.
3. Demonstrate the ability to understand the importance of changing context and to understand events in different cultural contexts.
4. Communicate effectively in writing and use citation appropriate to the discipline.

Natural Science (NS)

Natural Sciences are concerned with understanding the laws of nature and the physical world. Students who satisfy this requirement will be able to do all of the following:

1. Demonstrate an understanding of the nature and methods of science inquiry.
2. Apply scientific principles: to interpret evidence, to make predictions, and/or to explain cross-cutting concepts in one or more of the sciences.
3. Explain how scientific principles relate to issues of personal and/or societal importance.
4. Communicate effectively an understanding of scientific concepts and experimental outcomes in speech or writing, using sound scientific terminology and citation appropriate to the discipline.

Diversity (D1 and D2)

Diversity refers to the difference that differences make. All courses in Diversity will examine the ways in which components of identity and social and material stratification affect positively or negatively life experiences, opportunities, and sense of belonging in national or global contexts.

Courses in U.S. Diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.

Courses in Global Diversity (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-U.S. societies are shaped by the various historical, cultural and social structures and processes of stratification locally or globally.

Students must take one course in U.S. Diversity (D1) and one course in Global Diversity (D2).

U.S. Diversity (D1)

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U. S.
3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.

Global Diversity (D2)

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Identify how historical, social, and cultural structures and processes shape understandings of social stratification in non-U.S. societies.
2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in non-U.S. societies.
3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.

IV. Stewardship

The Task Force proposes that the stewardship of the Cardinal Core Program will reside with the proposed Cardinal Core Curriculum Committee (CCCC), successor of the current General Education Curriculum Committee (GECC).

Cardinal Core Curriculum Committee (CCCC)**A. Function**

The Cardinal Core Curriculum Committee (CCCC) will oversee the implementation and ongoing development of the University-wide Cardinal Core Program and to review and study the overall program and the courses offered by:

Identifying and maintaining the goals of the program.

Facilitating the adoption of Cardinal Core Program philosophy and principles among faculty and professional advisors.

Writing guidelines and setting procedures for the submission and approval of courses for the Cardinal Core Program, for issues affecting transfer students and students who enter under the previous General Education Program and as needed for continuous improvement, in accordance with the Cardinal Core Student Learning Outcomes.

Developing procedures for transfer students to appeal determinations of non-approved Cardinal Core credits of course work taken at other institutions.

Making all relevant guidelines and policies available to faculty and advisors.

Developing, overseeing implementation of, and reviewing assessment measures in collaboration with the Office of General Education Assessment.

Changing the Cardinal Core Program as needed for continuous improvement or as mandated by changes to University, CPE, or SACS requirements, and presenting them to the Provost for approval.

Reviewing critically and approving or disapproving requests submitted by departments, programs, divisions or units for the addition, deletion, or revision of courses for the Cardinal Core. Courses previously approved that are found upon review by the committee to no longer meet the Cardinal Core criteria and learning outcomes shall be removed from the list of Cardinal Core courses. Where actions affect requirements of more than one department, program, division or unit, there will be prior consultation with all involved.

Publishing minutes of each meeting in a timely manner. Actions become official if not challenged within a month of publication of the minutes. A challenge may

1.13.17

be made by a faculty member or department, provided it is done in writing and that it is in the hands of the Chairperson of the Committee before the expiration date of the period provided above. Considerations of challenges must be taken up by the Committee within 30 working days. If an agreement cannot be reached between the Committee and the petitioner, the matter is forwarded to the Provost for resolution.

B. Structure

The committee will consist of the following voting members;

- 2 undergraduate student members (from two different units) appointed annually by the Student Government Association
- 7 faculty members designated in the College of Arts and Sciences (one representative to be elected by the entire faculty from each division of Humanities, Natural Sciences and Social Sciences; one representative to be appointed from each of the Cardinal Core areas of Written Communication, Oral Communication and Quantitative Reasoning; and one representative from the college's Curriculum Committee to be elected by that committee)
- 2 faculty members elected in the Speed Scientific School
- 2 faculty members elected in the College of Business
- 1 faculty member elected in the School of Dentistry
- 1 faculty member elected in the College of Education and Human Development
- 1 faculty member elected in from the School of Music
- 1 faculty member elected in the School of Nursing
- 1 faculty member elected in the School of Public Health and Information Sciences
- 1 faculty member elected in University Libraries

All full-time faculty members will be eligible for election without regard to any administrative post they may hold. All part-time faculty members will be eligible for election but may only serve in academic years when they are employed by the University. Faculty members will serve staggered three-year terms.

Ex-officio, non-voting members of the Cardinal Core Curriculum Committee may be added to the committee by the committee chair. They may include a representative from other constituencies that are substantially affected by the Cardinal Core Program.

The committee will elect a chair each year for a one-year term. The chair will be responsible for coordinating meetings and the agenda in collaboration with support staff and the Office of General Education Assessment. The chair will hold members of the committee accountable for attending meetings and engaging in the work.

C. Accountability

The committee will work with the Office of Institutional Effectiveness to establish the schedule of regular program review through the university program-review process.

The committee will report to the Provost annually to assess the vitality and focus of the program's success in meeting the overarching program goals and to report the results of the year's General Education Assessments. The report will also include any recommendations for overall changes in the program or for practical, budgetary or curricular changes that the General Education program may require to meet its goals.

The Faculty Senate will review the function and structure of this committee every five years, beginning with the implementation of the Cardinal Core Program..

V. Assessment of Student Learning Outcomes

Assessment of student learning outcomes is a national expectation in higher education. Section 3.5.1 of the Southern Association of Colleges and Schools' (SACS) accreditation standards requires that "the institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies." Further, the Kentucky Council on Postsecondary Education (CPE) states that "All Kentucky public universities and KCTCS colleges are expected to assess, in accordance with SACS-COC Principles of Accreditation and based upon nationally accepted standards, the student learning outcomes associated with their general education programs, indicate a relationship to the faculty-generated Statewide General Education Student Learning Outcomes, and provide evidence of ongoing assessment that ensures comparability for transfer purposes on a three-year cycle."

Current Assessment

The University of Louisville first implemented an assessment of the General Education Student Learning Outcomes in 2005. The General Education Curriculum Committee (GECC) provides oversight of the assessment procedures and reviews results of each assessment to ensure continuous improvement of the general education curriculum. The Office of General Education Assessment is responsible for the coordination and reporting of the assessment.

The assessment focuses on the overarching competencies of critical thinking, effective communication, and understanding and appreciation of cultural diversity. The assessment is conducted in a cycle in which a sample of student work is collected from general education courses in the content areas of Arts & Humanities, Mathematics, Natural Sciences, Oral Communication, Social & Behavioral Sciences, and Written Communication and the Cultural Diversity competency area. A team of faculty is then recruited to read and assess each of the student artifacts with the appropriate general

1.13.17

education rubrics. The university has employed a Critical Thinking rubric, Effective Communication rubric, and Cultural Diversity rubric to assess student work within Arts & Humanities, Oral Communication, Social & Behavioral Sciences, and Cultural Diversity. A Mathematics Critical Thinking rubric was developed to assess student work within the Mathematics and a Natural Sciences rubric was developed to assess student work collected from Natural Science courses.

Proposed Changes to Assessment

The General Education Task Force has reviewed the existing assessment process and results over time, determining that the current model for assessment aligns well with the state and national expectations for assessment. The committee proposes the following changes to improve alignment with statewide and university student learning outcomes.

The most significant modification to the assessment is related to the content area outcomes and the overarching competencies of the curriculum. The Cardinal Core Program proposed by the General Education Task Force is designed to focus on four overarching competency areas of critical thinking, effective communication, quantitative reasoning, and understanding and appreciation of cultural diversity. The content area learning outcomes have been designed to incorporate these four common competencies within the contents. The outcomes were further revised to align more closely with statewide outcomes and to represent observable and measurable skills.

As a result of the shift in outcomes, the committee proposes that new rubrics be developed to specifically address the outcomes for each content with the four overarching themes embedded within those rubrics. These rubrics will be designed by the Cardinal Core Curriculum Committee (CCCC) in collaboration with key faculty from the content areas. The Task Force further encourages the CCCC to consider adapting the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics from the Association of American Colleges & Universities (AAC&U) where possible.

The General Education Task Force has determined that greater transparency of the outcomes and the assessment process are critical to the success of the program. Instructors in Cardinal Core courses should have opportunities to know how the course they teach fits into the program as a whole and should be invited to participate in formal and informal assessments of the program. Ideally, instructors in Cardinal Core courses should be invited to comment on their perception of students' achievement of the Cardinal Core outcomes; such commentary would be included in the assessment report which is reviewed by the Cardinal Core Curriculum Committee. With oversight from the CCCC, the Office of General Education Assessment will expand upon the current assessment model. Assessment personnel will coordinate with academic departments to increase the transparency of the assessment process and findings, provide professional development to faculty around embedding the outcomes into the curriculum, collaborate with faculty to identify the appropriate student work samples for the assessment, and provide more opportunities for faculty to access quantitative and qualitative data related to student achievement of the student learning outcomes.

In addition to greater transparency of the general education outcomes and the assessment process, the CCCC and the Office of General Education Assessment will present assessment results to academic departments with the expectation that departments will use the findings to inform curriculum changes and drive improvement of the general education program. Departments will be asked to provide action plans in response to the assessment findings to ensure that the results of the assessment are being used to drive continuous improvement of the General Education Program.

The review of course syllabi will continue to be a critical part of the general education assessment. Instructors are currently expected to list general education outcomes in their syllabi and also provide an explanation of how those outcomes are assessed. In addition to the existing criteria, the committee proposes that the faculty provide a description of the artifact that will be submitted for assessment of students' achievement of the learning outcomes and a link to applicable assessment instruments. This model will help to clarify expectations of the program to both faculty and students.

In addition to the above revisions to the assessment model, the university will transition to an assessment model that further measures the impact of the Cardinal Core Program on student's critical thinking, effective communication, and quantitative reasoning skills, and understanding and appreciation of cultural diversity. In collaboration with members of the GECC Assessment Committee, the Task Force proposes that the university take steps to participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC). This initiative, led by AAC&U, allows campuses to collect samples of student work and have them evaluated with the AAC&U VALUE rubrics by a group of faculty outside of the university. Participation in the MSC will provide the CCCC and the university with student performance data on nationally normed assessments. The MSC will provide measures of student learning after completion of the Cardinal Core to better understand program impact.

VI. Structuring Principles of the Proposed Program

- Cardinal Core courses may be at the 100, 200, or 300 levels but should be open to registration by students in any undergraduate unit of the university and should have no prerequisites other than placement scores or other Cardinal Core courses (e.g., Math or English Composition).
- Departments may choose to offer courses designed specifically for those pursuing majors in the department or related fields, but such courses will be expected to achieve the Cardinal Core outcomes along with content-related outcomes established by the department. (Students not pursuing majors in the field will not be restricted from taking these courses but will be encouraged to take other courses that fulfill the Cardinal Core requirement.) Class sizes will be appropriate for achieving the learning outcomes of the course. Although preferred pedagogies differ from discipline to discipline, the emphasis in the Cardinal Core Program on

1.13.17

skills and perspectives argues for smaller class sizes and more intellectual interaction between students and faculty. (The Task Force recognizes different instructional models are implemented by faculty across the general education curriculum and not all departments and instructors will desire smaller class sizes, however for the majority of faculty to be able to embed the skill development into the curriculum smaller class sizes will be required.)

- Faculty development and instructional support to promote pedagogies conducive to the goals of general education will be outlined as part of the Cardinal Core Program. The Belknap Academic Classroom Building (BACB) will provide dedicated instructional space for the Cardinal Core Program and faculty will be expected to demonstrate the ideals of the program and develop pedagogies appropriate to the space.
- A systematic assessment of the Cardinal Core Program will be conducted and drive continuous improvement of the curriculum and student learning outcomes.
- Every opportunity should be taken to give students ownership of their general education core with course offerings from multiple disciplines within each of the content areas.

VII. Implementation/Transition

Contingent upon the approval of the Cardinal Core Program, the following steps will take place to begin the transition.

- The current membership of the General Education Curriculum Committee (GECC) will be asked to continue serving out their appointments to the committee under the Cardinal Core Curriculum Committee (CCCC). The Task Force proposes that a faculty member from the History Department should be appointed to the committee as an ex-officio member to address business related to the Historical Thinking requirement if the department is not already represented on the CCCC.
- The CCCC will review and revise (as needed) the course proposal process, templates, proposal timelines, and syllabus guidelines.
- Subcommittees of the CCCC will be appointed to review all current general education courses. Departments will be required to submit relevant syllabi and course descriptions to support the review process. The course review process should be completed by the end of Spring 2019.

VIII. Funding/Budget

The Cardinal Core Program philosophy emphasizes the importance of faculty engagement and ownership over the General Education Program. The Task Force

1.13.17

recognizes that resources must be allocated to academic departments to be able to increase the number of full-time tenure-track faculty teaching and engaged in the development of general education courses. Further, the Task Force is also encouraging departments to consider smaller classes, where applicable, to foster critical thinking, effective communication, quantitative reasoning, and an understanding and appreciation of diversity.

The Task Force recognizes that to meet the goals and expectations outlined in this proposal successfully and to ensure a general education curriculum that fosters the previously defined outcomes, faculty development will be an essential component to the implementation of the Cardinal Core.

Finally, the budget must continue to support the continuous assessment of the general education program as aligned with Southern Association of Colleges and Schools – Commission on Schools (SACS-COC) and the Kentucky Council for Postsecondary Education (CPE).

The College of Arts & Sciences provides the overwhelming majority of the general education curriculum. Based on the current curriculum and salary structure, serving 3,200 students would cost Arts & Sciences \$6,844,998 for two semesters. Given that the Cardinal Core program proposes to increase the number of full-time tenure-track faculty teaching general education, decrease class sizes, offer faculty development, and implement continuous assessment of the program, the Task Force is requesting at least \$2 million additional funds for A&S to support the new Cardinal Core Program.

The proposed Cardinal Core Program is contingent upon approval of a general education budget.

Appendix A:

Proposed Revisions to Student Learning Outcomes

<u>Content/ Competency</u>	<u>Current Outcomes</u>	<u>Proposed Outcomes</u>
<p>Written Communication</p>	<p>Written communication is the ability to develop and express ideas, opinions, and information in appropriate written forms. To fulfill this requirement, students will complete a substantial amount of writing, including several texts that go through the writing process. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Understand and use writing processes, including invention, drafting, organizing, revising through multiple drafts, and editing; 2. Write clear and effective prose in several forms, demonstrating an awareness of audience and purpose; 3. Understand and use appropriate academic textual conventions of presentation, at sentence level and beyond; 4. Employ critical thinking processes, such as abstracting, synthesizing, and representing ideas, and developing complex structures for them; 5. Collect, select, and integrate material from a variety of sources into their writing, citing it appropriately. 	<p>Written communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media. Students who satisfy this requirement will:</p> <ol style="list-style-type: none"> 1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision. 2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences. 3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling. 4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view. 5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

<p>Oral Communication</p>	<p>Oral communication is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Speak publicly, in both formal and informal context, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion; 2. Participate effectively in discussion; 3. Analyze and critique the oral communication of oneself and others. 	<p>Oral Communication is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Speak publicly, in both formal and informal contexts, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion. 2. Demonstrate critical thinking and problem-solving skills to understand the intricate link between audience, speaker, and occasion. 3. Evaluate and synthesize materials from diverse sources and integrate multiple perspectives into oral presentations. 4. Analyze and critique the oral communication of oneself and others. 5. Listen effectively, using critical and reflective thinking when responding to communication events.
<p>Mathematics/ Quantitative Reasoning</p>	<p>Mathematics is concerned with solving real-world problems through mathematical methods. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Represent mathematical information symbolically, visually, and numerically; 2. Use arithmetic, algebraic, and geometric models to solve problems; 3. Interpret mathematical models, such as formulas, graphs, and tables; 	<p>Quantitative Reasoning is concerned with solving real-world problems through mathematical methods. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Interpret information presented in mathematical and/or statistical forms. 2. Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically.

	<p>4. Estimate and check answers to mathematical problems, determining reasonableness; alternatives; and correctness and completeness of solutions.</p>	<p>3. Determine when computations are needed and execute the appropriate computations. 4. Apply an appropriate model to the problem to be solved. 5. Make inferences, evaluate assumptions, and assess limitations in estimation, modeling, and/or statistical analyses.</p>
<p>Arts & Humanities</p>	<p>Arts and Humanities are concerned with understanding texts of art, music, theatre, literature, philosophy, and religious thought. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Communicate an understanding of vocabulary, concepts, materials, techniques, and methods of intellectual inquiry within the arts and/or humanities; 2. Describe and evaluate texts using primary and secondary materials; 3. Analyze and synthesize texts, recognizing the diversity of cultures and historical contexts. 	<p>Arts and Humanities are concerned with understanding of art, music, theatre, literature, philosophy, and religious thought. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Critically evaluate and synthesize texts and other forms of expression in the arts and humanities using primary and/or secondary materials. 2. Demonstrate an understanding of the reciprocal relationship between (1) social and cultural factors in their historical context) and (2) intellectual inquiry and creative expression within the arts and/or the humanities. 3. Represent and critically respond to multiple points of view on cultural issues in different historical, social, and/or cultural contexts. 4. Communicate effectively in speech and writing, paying particular attention to the use of evidence in interpretive arguments, through citation appropriate to the discipline.
<p>Social & Behavioral Sciences</p>	<p>Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that</p>	<p>Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate skills the following:</p>

	<p>they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Communicate an understanding of how social science knowledge is established and how and why it changes over time; 2. Evaluate evidence and apply it to solving problems through social science methods; 3. Communicate an understanding of a body of social science knowledge and its disciplinary perspective. 	<ol style="list-style-type: none"> 1. Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field. 2. Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities; 3. Represent and critically respond to multiple points of view on cultural issues as expressed in in different historical, social, and cultural contexts. 4. Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims. 5. Communicate effectively in speech and writing, while respecting others' contributions, through proper citation appropriate to the discipline.
<p>History</p>	<p>History is concerned with understanding change over time. Courses addressing this requirement cover a broad body of historical knowledge and compare Western and non-Western cultures. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Communicate an understanding of the process of historical change and the significance of place and time; 2. Communicate an understanding of the creation, development, and changing nature of historical knowledge and the importance of historical documentation; 3. Construct and communicate a historical argument employing historical facts. 	<p>Historical Perspective is concerned with understanding change over time. Courses addressing this requirement consider a range of global perspectives. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to use primary sources to answer a question about historical causality or change over time. 2. Demonstrate the ability to understand and contrast alternative historical interpretations of events 3. Demonstrate the ability to understand the importance of changing context and to understand events in different cultural contexts. 4. Communicate effectively in writing and use citation appropriate to the discipline.

<p>Natural Science</p>	<p>Natural Sciences are concerned with understanding the physical world through the scientific method. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Relate everyday observations of the world to physical principles; 2. Apply scientific principles to construct explanations of natural phenomena; 3. Communicate an understanding of scientific explanations of natural phenomena. 	<p>Natural Sciences are concerned with understanding the laws of nature and the physical world. Students who satisfy this requirement will be able to do all of the following:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the nature and methods of science inquiry. 2. Apply scientific principles: to interpret evidence, to make predictions, and/or to explain cross-cutting concepts in one or more of the sciences. 3. Explain how scientific principles relate to issues of personal and/or societal importance. 4. Communicate effectively an understanding of scientific concepts and experimental outcomes in speech or writing, using sound scientific terminology and citation appropriate to the discipline.
<p>Cultural Diversity</p>	<p>Understanding cultural diversity means students will have a broad exposure to a variety of social systems, cultures, and subcultures, both within the United States and the rest of the world. This portion of the curriculum encourages an appreciation of the realities of a racially and culturally diverse world. Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none"> 1. Recognize that social and cultural systems develop out of adaptation to environmental and historical circumstances; 2. Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed; 3. Communicate an understanding that different 	<p>Diversity refers to the difference that differences makes. All courses in Diversity will examine the ways in which components of identity and social and material stratification affect positively or negatively life experiences, opportunities, and sense of belonging in national or global contexts.</p> <p>Courses in U.S. Diversity (D1) will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.</p>

	<p>cultures may hold different views of the same issues;</p> <ol style="list-style-type: none">4. Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness.	<p>Courses in Global Diversity (D2) will broaden students' understanding of how the experiences and opportunities of individuals and/or groups in non-U.S. societies are shaped by the various historical, cultural and social structures and processes of stratification locally or globally.</p> <p>Students must take one course in U.S. Diversity (D1) and one course in Global Diversity (D2).</p> <p><u>U.S. Diversity (D1)</u></p> <p>Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none">1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U. S.3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view. <p><u>Global Diversity (D2)</u></p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Students who satisfy this requirement will demonstrate that they are able to do all of the following:</p> <ol style="list-style-type: none">1. Identify how historical, social, and cultural structures and processes shape understandings of social stratification in non-U.S. societies.2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in non-U.S. societies.3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.