

**Cardinal Core Curriculum Committee  
Meeting of December 7, 2018, 3:30**

**Minutes**

*Attending:* Barrow, Baumgartner, Beattie, Bertacco, Carden (staff), Christopher, Determing, D'Silva, Fuselier, Hammash, Land, Lewis, Libe, Patton, Riedel, Shanahan, Singleton, Walker, Wiggins-Romesburg, Willey

*Absent:* Barberie, Donis-Munoz, Faircloth, Fernandez, French, K. Partin, W. Partin, Perry, Seif, (Provost Boehm will attend as needed.)

**Approval of Minutes**

The minutes of October 19, 2018 were approved.

\*ACTION: Carden will post the minutes to the Cardinal Core web site.

**Update on Variances and Diversity Petitions**

**Variances:** Wiggins-Romesburg reported that 23 individual variances had been approved since the last meeting, in addition to one blanket variance for 17 students, for a total of 40 variances. Two additional variances were denied.

**Diversity Petitions:** One of two diversity petitions was approved.

In the past, during winter break, there has been an unusual number of emergency petitions related to military experiences. Therefore, advisors need to be informed that petitions are not reviewed during university breaks.

Christine and the subcommittee members were thanked for their work. Appreciation for Christine's role on the committee was recognized as she moves on to a new endeavor.

**ISLP Syllabus Template**

Willey proposed that ISLP service projects, designed either fully or in part by the students, could fulfill the D2 Global Diversity requirement if the three student-learning outcomes and assessment measures are met. Walker commented that ISLP has their own syllabus requirements and that uniformity is the goal if they agree to include the Cardinal Core SLOs.

\*ACTION: Willey will send the proposed D2 Course Template to ISLP to see if the ISLP instructors are willing to include the Cardinal Core D2 SLOs and assessments in their syllabus to meet both the ISLP and Cardinal Core requirement criterion.

**Updated Function and Structure Document (dated 11/16/18)**

The final paragraph of the F&S document was changed to reflect new reporting lines and job titles. The committee will report to the Interim Associate Provost for Undergraduate Education, who will then recommend to the Provost.

### **Recommendations of Course Proposal Subcommittee**

The following course proposals were **approved** for Cardinal Core credit with no requested edits:

- BIOL 263 (B) *noted as a model proposal—assessment methods clear and concise*
- ENGL 202 (AH)
- PEAC 201 (SB,D2)

Two philosophy proposals *tentatively* were approved with recommended edits:

- PHIL 208 (AH)
- PHIL 209 (AH)

Most other syllabi required **specific modifications for a second review** by the Course Proposal Subcommittee:

- BIOL 242 (S)
- COMM 275 (SB,D1)
- HUM/WGST 340 (AH,D2)
- PAS 227 (SB,D1)
- PHEH 331 (S)

The subcommittee **denied** approval of the requested Cardinal Core designation for the following courses:

- ANTH 380 (SBH)\* denied SBH but could rework for SB
- AST 310 (SB,D2) missing detail and assessments weak, more of a lower-level course
- GEOG 256 (QR)\* seemed geared to the majors and duplicative of MATH 109
- HUM 309 (AH,D2 + WR) writing too intensive for CC and too narrow for D2
- GEOG 340 (SBH,D1)\* denied SBH but could rework for SB and clarify D1
- MUH 204 (AH,D2)\* currently AH approved but D2 coding denied

Since Geography/Geosciences appealed the denial of GEOG 256, the author revised the syllabus and resubmitted it for QR reconsideration by the full committee. Riedel was concerned about allowing students to take Cardinal Core courses in their department, not exposing them to other perspectives. Fuselier commented that a variety of stats courses could be applied in other fields. Other views were heard. After considerable discussion and advocating on behalf of several non-voting and voting members alike, the voting members still denied this stats course for QR status. In summary, the issue was the GIS orientation and narrow (specialized) focus for specific majors, even if the syllabus stated that the course was open to all students.

Consequently, a discussion arose about consistency in reviewing courses for QR credit. Lewis recommended that a decision be made on the overall issue of accepting program specific stats classes and students taking too many courses within their major. Willey questioned if there would be unintended consequences about a policy change that might affect many students. The Cardinal Core program was designed with the intention of giving students more flexibility in their general education requirements. Although the 3-hour elective that was part of the original proposal was removed to reinstate 3 hours (for a total of 6 hours) in written communication, the program was still designed with this objective in mind.

\*ACTION: Any policy changes were tabled for discussion in a future meeting.

Also, the initial decision on the ANTH 380 and GEOG 340 courses resulted in an appeal for reconsideration at the January 18 CCCC meeting. These departments did not want to rework the courses for SB rather than SBH credit as requested by the subcommittee. Additionally, the author of the MUH 204 course would revise the D2 component for reconsideration.

### **Proposal: Interdisciplinary Content Courses – Skills + Discipline Combined**

Dual designation came up because there is a small group of faculty working on developing Cardinal Core courses from an interdisciplinary approach. Under the former general education program and current policy, “honors courses are the only courses that can be approved to fill two content areas in one course.” Currently, HON 214, Topics in Social Sciences and Oral Communication, is coded OCSB. Similarly, Fuselier proposed that a student interested in biology might take an OC/SB course to fulfill both requirements at the same time. Discussion is now open to reconsider a modification to allow for the pairing of a skills area (WC, OC or QR) with a discipline (AH, SB, or Natural Sciences). If approved, the transition would not become effective until 2020-2021 to allow time for announcements and course development.

Willey commented that one of the disappointments with Cardinal Core was the lack of newly proposed courses. Most of the proposals were a repackaging of old general education courses. Furthermore, interdisciplinary collaboration has been encouraged with team-teaching opportunities and the sharing of knowledge from different disciplines. Walker was in favor of interdisciplinary offerings but cautious about being too broad; that is, she commented that Oral Communication faculty would be most qualified to teach OC skills. Riedel proposed that combining math (QR) and astronomy (lecture or lab Natural Sciences course) would be workable. He also entertained the thought of making it a 6-hour course. However, with QR courses he did not envision time for much writing. Fuselier questioned whether QR could be combined with Biology courses. Willey asked if there is a rationale for teaching writing through texts, for example, linking WC and SB and covering both sets of SLOs.

Detmering wondered if the goal is to be able to combine designations or to create more innovative teaching. Fuselier commented that they are responding to a deficit and that linking might create smaller classes and an opportunity to gain experiential learning in the community. Bertacco liked the idea and wondered if the community engagement component could give students more credit. Libe supported efficiency in terms of moving students forward toward their required hours, but was concerned about equity in terms of which students could take these double-counted courses. Fuselier suggested that these courses might be treated like a 4-hour lab. If treated as a cross-listed course, there is flexibility in choosing the desired coding designation or the department where you want the course to count. Libe added that such choices could be changed in the degree audit system.

\*ACTION: Shanahan recommended checking on SACS implications in terms of hours and other factors of a policy change. Fuselier would provide a sample syllabus for discussion at a future meeting.

### **Spring 2019 Meetings**

The committee is scheduled to meet on January 18, February 1, March 1, April 5, and May 10 at 2:30 p.m. in Ekstrom E254.

Prepared by Kathy Carden