

**Cardinal Core Curriculum Committee
Meeting of February 1, 2019, 2:30**

Minutes

Attending: Barrow, Beattie, Carden (staff), Christopher, Determing, Donis-Munoz, D’Silva, Fernandez, French, Fuselier, Lewis, Libe, Patton, Riedel, Seif, Shanahan, Walker, Willey

Absent: Baumgartner, Bertacco, Boehm, Faircloth, Hammash, Land, K. Partin, W. Partin, Perry, Singleton

Guests: Pam Beattie, Zack Pennington

Approval of Minutes

The minutes of January 13, 2019, were approved.

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

Update on Variances and Diversity Petitions

Shanahan reported that the number of diversity petitions is up to 162; 133 have been approved, 20 denied, and the balance falls into the “other” category (variance not necessary, etc). No new diversity petitions were received during the past month.

New 2019-2020 Cardinal Core Course Listing

Carden provided the new Cardinal Core course listing, pointing out that 12 of 16 course proposals were approved, effective Summer 2019. The Course Proposal Subcommittee was thanked for their work.

Course Proposal Subcommittee – Syllabus Review Project

Patton asked if the subcommittee might put a charge to the departments to conduct the syllabi checks and make the departments accountable for following Cardinal Core syllabus guidelines and correcting syllabi drift. Although this is easier done for some academic units, it would be a huge task for A&S. Willey responded that originally the Course Proposal Subcommittee was asked to do a random review by looking at syllabi on Blackboard. Christopher, a representative of the A&S Curriculum Committee commented that they were never charged with the review of Cardinal Core courses at the college level. Riedel thinks that the department chairs could be more responsible but is hesitant about putting another committee in between that level and the CCCC. He also mentioned a problem with older versions of the syllabi not being available on Blackboard when there are updates. Perhaps some people are putting an expiration date on their syllabus. Willey commented that the reviews would not be retroactive.

***ACTION:** The Course Proposal Subcommittee will meet on February 8 to devise a plan to implement periodic syllabi checks to address syllabi drift. This process would begin in Spring 2019 upon approval of the proposal by the CCCC.

Interdisciplinary Content Courses: Skills + Disciplines Combined

Fuselier gave an overview regarding the idea of potentially coupling a content area (AH, SB, SBH, Natural Sciences) with a skills category (OC, WC, QR). A sample proposal for a SBOC-coded Anthropology/Communication course, "Speaking of Us," was discussed. The impetus came from the current offering of a SBOC Honors course (HON 214) and the funding offered by the Provost to develop a few interdisciplinary courses that could be team-taught. Details about the teaching team and their discipline-specific expertise were shared. French asked how faculty get credit for team-teaching.

The main questions posed were whether the content could be fit into a 200-level course (level not yet assigned) in one semester and be attractive to students. Also, Barrow wondered if there was any data to support the effectiveness of such a course. Walker, who previously served on the committee, had provided evidence that courses that focus on "identity" are attractive to students. Furthermore, making community connections both on campus and in the greater community fosters retention. From an OC perspective, she felt that the syllabus meets the criteria. In the finalization of the syllabus, Seif would like to see some anthropological readings. Although Christopher supported the innovative model, she recommended more ethnographies, a class devoted to interviews and listening skills, and other content to satisfy the SB component. D'Silva also liked the creativity of the course but agreed that SB needs to be strengthened. Currently, the outcomes are somewhat general on both the SB and OC sides. The sample syllabus is to present the idea with a more formal review when fully developed. Fuselier thought that the content could be developed further without driving students away.

Riedel pointed out the need to coordinate the amount of hours allotted when teach teaching. He posed the idea of making it a 4 credit-hour course if there were no restrictions or push-back. This would require the bumping up of contact hours. Willey viewed this as a nice compromise, offering students a rich experience while getting the hours (4 hours vs. two separate Cardinal Core courses). Shanahan questioned how the change in hours might impact the 3-hour honors course. Walker liked the double-counting proposal but wondered how a 4 credit-hour course could be offered without a lab to which Riedel gave an example of how it is done in Mathematics. Student feedback was limited, but Pennington thought that a 4-hour course might interfere with a class that students may want to take in the major because it would take up two time slots. Willey wondered if such a change is significant enough to require approval by all undergraduate faculty units. Shanahan reminded all that the Function and Structure charge gives the CCCC purview regarding the implementation of Cardinal Core, but she was not sure about the double counting concern. Libe supports efficiency for students in terms of hours, but a limit on double counts might be set. Fernandez was supportive of double counting to free up choices for students. Along these lines of thinking, the Task Force originally proposed cutting one semester of WC to allow for a free elective and to give students more choices while meeting required hours. Detmering suggested that the CCCC could develop guidelines for a double-count Cardinal Core course, also holding 4-hour courses to a special level of scrutiny and requiring clear collaboration with experts in the disciplines.

***ACTION:** A motion was made and approved to offer a 4-hour interdisciplinary content course (discipline + skills) with support from both departments, holding it to a high level of scrutiny, and informing students that they can take only one double-count course under Cardinal Core. Libe and Riedel stressed the need for clear articulation to both students and advisors if a student is limited to only one double-counted course.

***ACTION:** Willey will check on CPE requirements regarding the minimum number of general education hours, noting that 31 hours are required at UofL.

Pam Beattie, who was most knowledgeable about the proposed course, commented that it is going to be an awesome class and added that it could be done as a “trial course” to see how it plays out. Regarding next steps, modifications will be made to the syllabus based on the feedback. Also, a second course might satisfy both QR and S outcomes, and a third course could be developed. Riedel favored opening up an interdisciplinary class to students beyond the Honors Program.

SGA Resolution Re: Foreign Language Courses

Pennington, representing the Arts and Sciences Student Council, proposed a resolution to count certain foreign language classes for both SB and D2 credit. He made a brief PowerPoint presentation, comparing the practices of several ACC schools that value diversity but whose foreign language courses do not meet the SB requirement. He further advocated that expanding the Cardinal Core curriculum to include foreign language courses would ultimately benefit graduates. Aside from UofL’s prerequisite policy, other committee concerns and questions were discussed.

Overall, faculty did not believe that the criteria could be met in an introductory language course that primarily focuses on language learning (conjugation of verbs, etc.). This might be possible in a third-semester course. Willey explained that even if the first semester language course incorporates elements of culture, there was a shift of understanding about “diversity” under Cardinal Core that encompasses social stratification and how historical, social, and cultural structures and processes affect individuals and/or groups in various ways. Christopher, who majored in Spanish and Sociology, was only exposed to social inequalities in a few upper-level courses. Riedel did not envision a beginning-level student being able to read a newspaper or understand a newscast without immersion at a level of language learning beyond the first semester. Basically, two competencies would need to be met in addition to the foreign language competency. D’Silva said that if detailed examples of stratification were worked into the syllabus, that she did not know if it would work at this level. Barrow does not believe that the proposal fits into curriculum structure at UofL. Libe also had concerns about structure and subjectivity and recommended consulting the A&S Dean about foreign language requirements. Detmering could not generally approve the request, nor approve a specific course without reviewing a syllabus.

Pennington commented that this is not a blanket request to count language courses automatically for SB and D2 but a request to be open to the idea.

***ACTION:** Willey reiterated the prerequisite policy and recommended that if a professor could develop a syllabus for review during the regular course proposal process, then the committee could consider it.

Provost’s Charge: Follow-up Discussion

This agenda item was tabled until the beginning of the next meeting. In the meantime, Willey asked the committee to be thinking about drafting a concise statement to explain the overall purpose and value of Cardinal Core to faculty and student audiences. Fernandez wondered why the CCCC was charged with the marketing of CC. Willey referenced the Function and Structure document, which outlines both the administrative functions and the responsibility of facilitating the adoption of the program philosophy and principles among faculty and professional advisors. Once a statement is approved, Fuselier volunteered to help disseminate it to A&S advisors and

undergraduate directors. Also, marketing to students is necessary. Moreover, Shanahan commented that, beyond the re-branding of general education, the Cardinal Core philosophy and values need to be embedded in actual course work.

***ACTION:** Shanahan will circulate the Cardinal Core Philosophy Statement, found on page 3 of the 2017 Cardinal Core Proposal.

***ACTION:** Willey will obtain feedback from advisors during the spring in-service training.

Spring 2019 Meetings

The next meeting is set for 2:30 on March 1 in Ekstrom E254.

Prepared by Kathy Carden