

**Cardinal Core Curriculum Committee  
Meeting of September 20, 2019, 2:30 p.m.**

**Minutes**

*Attending:* Banerjee, Baumgartner, Beattie, Bertacco, Collins, French, Fuselier, Futrell (OC rep) Hammash, Koenig, Lewis, Libe, Mansfield-Jones, Olinger, Patton, Perry, Pinkston, Riedel, Shanahan, Singleton, Willey, Woosley

*Absent:* Barrow, Detmering, D'Silva, Land, K. Partin, W. Partin

*Guests:* Caleb Brooks, Nicole Rosskopf

**Introduction of Members**

Members of the committee introduced themselves, and new members were welcomed.

**Approval of Minutes**

The minutes of May 10, 2019, were approved.

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

**Review of Charge and Structure**

Willey mentioned that every undergraduate academic unit on campus, including University Libraries, is represented on the CCCC. The function and structure document outlines the Provost's charge to the committee specific to the levels of review and oversight of the Cardinal Core program.

**Election of Committee Chair**

Nominations for chair were open, resulting in a unanimous re-election of French during the 2019-20 academic year.

**Subcommittee Service and Charges**

French announced the new tradition of asking each member to serve on a subcommittee in an effort to include all voices. The charges to each subcommittee were briefly discussed and volunteers responded (including those who were not present but agreed to continue):

**Course Proposal Subcommittee:** Baumgartner, Beattie, Detmering, Perry, Pinkston, Riedel, Singleton, Woosley (student rep)

(Carden reminded the subcommittee to keep their calendar free on November 22, 2:00-4:30 for the review of course proposals.)

**Diversity Petition Subcommittee:** Collins (student rep), Futrell (fall semester until Walker returns), Hammash, Land, Lewis, Libe

(Shanahan seeks another member to facilitate an odd number of votes on petitions. Seif will not return until the spring. The subcommittee mostly reviews military experience petitions/essays electronically and only occasionally reviews Study Abroad and Transfer petitions.)

**Assessment Subcommittee:** Barrow, Bertacco, Fuselier, Koenig, Mansfield-Jones, Olinger, K. Partin, Patton, Riedel

(Shanahan explained that the subcommittee would provide input into the assessment process and also conduct a random sample syllabi review each semester, which she will coordinate.)

***Unassigned/Unconfirmed:*** Banerjee, D'Silva, W. Partin

### **Update on Cardinal Core Program Initiatives**

Willey wants the committee to think more strategically about what the Cardinal Core courses look like globally and discuss the possibility of selective pruning. Courses would not be eliminated, but they may not be designated as Cardinal Core. She wants to make sure that the 200+ classes that were approved hurriedly during the transition to Cardinal Core are contributing to student success. The idea is to develop a coherent curriculum for students. A data-driven analysis would be instrumental in making informed choices in shaping the curriculum, noting that courses have never been decertified in the past. Futrell expressed concerns about pruning courses, pointing out that historically the university has tried to encourage faculty to teach general education courses. Also, there would be budget implications. In response to his concern about bias in determining a comprehensive plan, Willey reminded the committee that the conversation would involve representatives from all units. Mansfield-Jones questioned the student point of view regarding their ability to graduate on time if cutting back the number of course offerings. Willey explained that there is a need to look at the number of sections offered. In some cases there might be a department that has only one or two faculty who teach a particular course, affecting the feasibility of added sections. Course sizes will not be affected because of enrollment caps. Still, Collins would like to ask the individual student councils for feedback.

More immediately, Willey is moving forward with the marketing of Cardinal Core, based on the committee's recommendations in response to the campus climate related to student, advisor, and faculty perceptions about Cardinal Core. A meeting has been scheduled with John Drees to look at the web page and to discuss the development of:

- a. a logo;
- b. a brief (less than two minute) video to spell out the goals and benefits of the Cardinal Core curriculum; and
- c. a series of still images that can be used for yard signs or on electronic message boards throughout campus.

Another initiative is how Cardinal Core will be part of the conversation about the IBM Global Education and Skills Academy Partnership. She has been appointed by the steering committee as one of the co-chairs to work with a team to develop the curricular piece. Cardinal Core plays a role in the data analysis skills. To date, none of the representatives have completed IBM training. More information will be shared as the IBM initiative develops.

### **SACS Statement**

The previously distributed SACS statement is a definitive response to SGA about foreign language classes not being eligible to satisfy a content area/D2 diversity requirement.

### **Course Variances**

Shanahan reported that 270 course variances have been reviewed to date with 229 being approved. Some of the variances such as AP History (requirement for SBH) were blanket decisions, and a few were exceptions during the transition to the new Cardinal Core program (see October 19, 2018 minutes for an explanation). Individual variances continue to be reviewed by Willey, including the re-evaluation of equivalencies.

## **ISLP Courses**

Caleb Brooks, Director of the International Service Learning Program (ISLP), was invited to present an overview of how ISLP works and make a case for incorporating D2 into all ISLP courses. French and Willey previously talked to him about the possible opportunity to include ISLP courses in the Cardinal Core curriculum. ISLP courses take an interdisciplinary approach within a historical, social, and cultural context wherever offered. Brooks provided a sample of SLOs that could be applied to any ISLP course. Competency courses such as D2 must also incorporate a content area (SB, etc.).

Willey also stressed the need to assess the SLOs and asked how we can make sure that the outcomes are being met consistently. Brooks responded that student reflections take place at the end of each day. Some study-abroad experiences require a post-reflection paper. Futrell commented that the Oral Communication Department is involved in several ISLP programs. They created a full-semester class taught here to prepare students in advance of international service-learning trips. Students are given assignments that can be assessed in the classroom.

The handout provided a sample syllabus of an upper-level ISLP STEM course offered in the Philippines, where French and other UofL faculty teach. ISLP courses are open to any student and can be taken for both graduate and undergraduate credit. Additionally, Brooks talked about the 2019 program schedule for service learning in Ghana, which was a transformative experience for students immersed in the culture. Students were engaged person-to-person and peer-to-peer, visiting orphanages, historical sites, and cultural centers and markets in several cities. Students also taught in local schools as part of the planned experiences. Dr. Logan, a Ghanaian in PAS, was one of several faculty members who developed the class, working with Virginia Hosono.

Internationalization and service learning is part of the new strategic plan. The ISLP schedule is on the web site and includes Belize, Croatia, Ghana, Philippines, Trinidad and Tobago. Collins was concerned about financial accessibility for all students and inquired about resources. Brooks reported that scholarships fluctuate from year to year. There are limited funds for the Trio Program and Porter Scholars, and Brown Fellows and McConnell Scholars can use their scholarship money. There is a program fee for trips, but they try to keep the trips affordable. Still, airfare fluctuates. He would like to see more accessibility to increase the diversity of students who can participate. Some ISLP accounts break even and sometimes there is a loss. The Botswana program had to be closed when it was no longer financially sustainable.

In summary, the intent is to decide on the acceptability of ISLP courses as an innovative way to fulfill D2 and to make sure that the content area SLOs and corresponding assessments are consistently incorporated. How can faculty uniformly meet the outcomes? Willey and Riedel commented that there might be an issue with consistency using a blanket syllabus. Every year faculty team members in different disciplines with differing perspectives would need to decide on the appropriate content area—a different set of outcomes. In response to the question about what artifact could be collected and assessed, Shanahan recommended a post self-reflection following the experience. Futrell felt that an easy solution would be submission of the proposed ISLP courses, with changing content-area requirements, to the CCC. Willey thinks that UofL should have a sense of pride in ISLP and D2 opportunities, but approving variable topic courses as part of Cardinal Core has not been the practice. Perhaps the committee could think about the feasibility of reviewing ISLP courses quickly given the small number of courses, as timing is important for planning. Riedel recommended a semester basis approval for the ISLP “special topics” courses. Libe agreed but reminded the committee that A&S and other programs also have study-abroad trips that are not part of ISLP. Fuselier added her voice regarding the broader range of special topics

courses and was concerned about temporary approvals. Shanahan reminded the committee that the discussion is about the study-abroad realm only with a focus on ISLP. Also, Willey clarified that the consistent D2 outcomes would be approved across the ISLP, and that only the content area designation and SLOs would be reviewed for approval on a semester basis. The CCCC will need to decide on a limited policy that does not disadvantage students. Shanahan mentioned that a petition process is still in place for study abroad and that variances for diversity credit require a syllabus.

In short, the D2 component of ISLP courses is kind of a blanket approval using a standard syllabus, but the changing content areas would require approval by the Course Proposal Subcommittee on a semester-by-semester basis. Also, as part of assessment, a post self-reflection was recommended. Willey spoke of the balance between innovative opportunities while also providing consistency based on SACS guidelines and honoring the policies of Cardinal Core.

**\*ACTION:** The ISLP course initiative will be discussed further at the October meeting.

### **Trial Interdisciplinary Content Course**

Fuselier reported that the syllabus is being recrafted and that it will be submitted through the regular course proposal process.

### **Faculty Favorites**

Willey commented that Barrow ran a thorough review, but could not identify if the faculty favorite nomination was connected to a specific Cardinal Core course or another course taught by the professor. Still, he provided a roster of faculty favorites in various disciplines. Willey added that it is an honor that needs to be recognized. French said that the committee is looking for faculty to deliver the Cardinal Core message.

### **Spring 2019 QR Assessment Report and Course Syllabi Review**

Due to time constraints, votes on approval of the assessment report will be done electronically.

### **Fall 2019 Meetings**

The next fall meeting is set for October 11, 2:30-4:00, in Ekstrom E254.

Prepared by Kathy Carden