

**University Core Curriculum Committee**  
**Tuesday, September 22, 2014 10:00 am WAH 100**  
**MEETING MINUTES**

In attendance: Allen Arnold, Rachelle Franz, Tom Hancock, Matt Hollrah, Jennifer Foster, Diana Pardo, Katrina Lacher, Mark Silcox, LaDonna McCune, Nancy Dentlinger, Britney Hopkins, Weldon Wilson, Cia Verschelden, Will McCormick, Stephanie Driver, Jay Corwin, Julie Byer, Sunshine Cowan

Apologies: David Hartmann, Tawni Holmes, Amy Jacobson-Peters, Keith Webb, Sarah Combs, Ona Britton

**Discussion of FYE Proposal to Academic Affairs:**

The committee was updated about the grant to incorporate STLR at the university level, and the following information was discussed:

- STLR component supported with \$7 million + grant
- To be in place by fall 2015, there needs to be an approved plan to Regents by December for April schedule deadlines
- The following was a possible option to address this without adding hours to the core:
  - The following required courses under the Life Skills area of the core:
    - UNIV 1xx1 Transformative Learning Cornerstone OR
    - UNIV 3xx1 Transformative Learning Integration OR
    - UNIV 1012 Success Central
- This plan creates the least disruption to the existing core. It does create an elective life skills category of 1-2 hours. Three-hour courses could remain, but may see decrease in enrollment. This could potentially be addressed in the future by moving courses to other areas of the core.
- Members were asked to take this plan back to their College and Department.
  - Does it work for you?
  - If not, what other solutions could be addressed?

**Discussion among committee members about the above option focused on the following concerns:**

- Adding hours to programs (such as Nursing and Engineering) and discussion regarding the addition of a STLR piece to an existing orientation course for majors
- Non-academic programs (STLR) added to core to be assessed academically
- Adding courses to the core from a non-academic program and the precedent set by this action
- Many faculty are already in overload and unable to teach courses such as these
- Could STLR be offered in an already mandatory class?
- No other course like this would transfer from another university
- Community colleges and OU and OSU have a more liberal core, while we have a more prescriptive one. Could it impact enrollment numbers to make it more prescriptive?
- There would be high likelihood of part-time faculty (who may not have the UCO culture of TL) teaching these courses and serving as an introduction to UCO which is not a best practice

- The Central Six as a pedagogical theory from administration creates difficulty in teaching; requiring courses like these may be controversial
- Teaching these courses as a recruiting tool doesn't work for programs with faculty who are currently teaching overload
- Because all areas are called to be incorporating the Central Six and documenting it, this feels as though it is being artificially imposed
- Suggestion to integrate it into an existing mandatory course without creating a separate course
- Suggestion to place it in all 1000-level courses and provide a 3000-level course for transfers
- The distinction between teaching STLR and doing it was noted
- A potential issue of thematic classes: themes would need to be clear so that faculty/staff do not encroach on others' expertise
- Suggestion of option for programs/departments to be able to either a) create their own course (or add to an existing introductory course) with approved modules or b) have students take these courses provided (in an elective area)

After much discussion, it was determined that the best course of action at this point would be to not move forward with the option to require a course in the Life Skills area of the core for fall 2015. The STLR component could be provided in existing Success Central courses. Student Affairs will look at the option of proposing seminar courses and/or the UNIV 1xx1 Transformative Learning Cornerstone and UNIV 3xx1 Transformative Learning Integration courses into elective Life Skills. Student Affairs will continue to look at ways to incorporate STLR by fall 2016.

Members were asked once more to take this information back to their colleges and departments and to bring back comments and suggestions.

### **Core Course Review: Assessment Sub-Committees**

Members were provided with a handout for assessment subcommittees. The committee will meet for a training to use the three-criterion rubric and then meet with their subcommittee to review the syllabi of core courses by the end of the fall semester. The pilot of this assessment demonstrated that it was a quick process.

**Adjourned at 11:30 am**

### **Update following the committee meeting**

Julie Byer, Jay Corwin, Will McCormick, Cia Verschelden, and Sunshine Cowan met with the PAC committee on September 24. Julie introduced the topic to the PAC committee and provided an overview of the proposal that Student Affairs sent to Academic Affairs.

Will began his presentation on the proposal and clarified that it was a “proposal of a proposal” as nothing had been sent to the core in an official manner. Will and Jay presented the proposal discussed with the core the day before, with an edit of a two-year plan (versus implementation of fall 2015). The plan also included receiving feedback from Deans, Directors, and Faculty on campus; working toward engaging more faculty in teaching through thematic course offerings; and establishing a classroom utilization plan. The presentation showed the following two-year plan: Submit UNIV 1001 and 3001 through course creation process for 2015-2016 undergraduate catalog; offer at least five sections of 1xx1 representing at least one per tenet and one to two sections of 3xx1 in fall 2015; expand STLR training for all sections of Success Central in fall 2015 (currently four sections in pilot); and submit for Core inclusion in required Life Skills for fall 2016.

Sunshine provided an overview of the comments and concerns from Core Curriculum Committee members, specifically those addressing the hours added to programs; the addition of a course to the core from a non-academic program; the issue of faculty overload making teaching these courses difficult and the likelihood that they would be taught by part-time faculty (echoing Will’s notes); the core at UCO as more prescriptive than community colleges and OU and OSU; the suggestion to incorporate this into existing 1000-level courses or to allow departments to place it into existing programs’ introductory courses or take from what is (will be) offered in an elective.

Discussion among the Deans and others took place, with the Deans and Provost calling for the need for faculty input and buy-in. Dean Bernard stated that these programs worked, but they needed to take place in classes taught within programs by faculty. Dean Steward stated that he wanted time to meet with his faculty representatives on the core to discuss these issues and determine what was best. Majors’ hours, classroom space, the need for faculty buy-in, issues of resources and competition, and the financial impact to colleges were also discussed as key elements that must be addressed.

Respectfully submitted by J. Sunshine Cowan, September 24, 2014