



Cardinal Core Office

MITC 161
(502) 852-5712

Cardinal Core Curriculum Committee
Meeting of December 4, 2:00 p.m. (virtual meeting)

Minutes

Attending: Barberie, Barrow, Baumgartner, Beattie, Burke, Chandler, French, Fuselier, Hagan, Hammash, Koenig, Losavio, Lewis, Libe, Olinger, K. Partin, W. Partin, Perry, Pinkston, Presley, Raikes, Riedel, Seif, Shanahan, Singleton, Walker, Wildstrom, Willenborg, Willey

Approval of Minutes

The minutes of October 23, 2020, were approved with one edit, changing the word “commented” to “replied” for a more direct response as follows: *Willey replied that the dual credit program generates no revenue for the University and that it, in fact, often leads to a loss, especially if supplying the instructor.* As part of a lengthier discussion, Seif raised a concern that the committee be clearer about their commitment to the Dual Credit Program. Willey moved that the CCCC renew their commitment in support of the value of the program and its expansion where possible. The membership approved. Any revenue generated will go directly to program administration costs, including instructors.

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

Course Proposal Subcommittee Recommendations and Discussion

A total of 33 course proposals were reviewed, and the Course Proposal Subcommittee was thanked for their work. Shanahan referenced the addendum found in the MS Teams meeting folder, which is a listing of courses approved, denied, or requiring modifications (some minor, some more extensive or clarifying). The listing was prepared based on more detailed Course Proposal Subcommittee reviews. The actual course syllabi also are viewable in this folder. A few of the proposals required discussion as follows:

TA 358/558 and TA 359/559 (course level issue): The issue of whether it is permissible for a Cardinal Core course to have an upper-level crosslisting was raised. Carden had noticed this concern and brought it to the attention of Willey, Shanahan, and Pruitt on December 3, following a review of these late proposals during her absence. Willey spoke of the constraints, based on policy establishing that Cardinal Core courses cannot be offered above the 300 level. She cited the history of how levels above 100 and 200 were negotiated prior to the implementation of the new Cardinal Core, although lower-level courses are preferred. As stated in the 2017 Cardinal Core proposal, *"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)."* Shanahan proposed that the committee look at the syllabi to determine if the courses are too advanced for CC as proposed, even if the upper-level designation was removed, and whether the syllabi could be modified to meet CC criteria. The Committee questioned whether the courses are really at the CC level and wondered if the A&S Curriculum Committee was aware of the course level. After considerable discussion, there was a consensus that the proposals be denied in their current form with an opportunity to be reworked, with an eye toward Cardinal Core,

and possibly resubmitted next year. In the meantime, the upper-level status is not an issue if offered as regular courses.

***ACTION:** Carden will notify the department of the denial.

***ACTION:** Flowing out of the discussion was a recommendation that the policy be made more visible on the Cardinal Core web site with a clearer policy statement. Shanahan will follow up

LEAD 256 (digital badge course for reconsideration with modifications): Willey asked if the committee could reconsider this course with required modifications to address concerns about making this course a model for the incorporation of digital literacy while making sure that that it meets the Cardinal Core outcomes. She commented that President Bendapudi wants to be on the cutting edge of digital literacy. In response to the expansive format of the syllabus, Willey pointed out that many of the components are required for CEHD accreditation. It needs to be revised to provide a clearer disciplinary explanation for students. Baumgartner questioned the appropriateness of the SB coding. Willey suggested that the author make the SB category clearer, perhaps connecting the dots in a preamble. Baumgartner thought that approach might capture the attention of students who want to develop leadership skills. Hagan stressed the need to be more precise about how the assessments get at the SB outcomes by streamlining and getting to the discipline without so much jargon. Due to the connection to digital literacy, the committee voted to allow the department to rework the syllabus for a second review during this cycle, not only to emphasize technology skills acquisition but to clearly reflect SB content at a deeper level.

***ACTION:** Shanahan will contact the department, requesting specific modifications.

URBS 202 (narrow focus; question about whether needed; URBS 201 has broader focus): Shanahan provided the feedback of the initial reviewers and their concern that this narrow course is not needed for Cardinal Core, also pointing out some overlapping content and similar outcomes as URBS 201. Following discussion, URBS 202 was denied SB status primarily because of the narrow content. The lack of specificity in the SB assessments also was noted.

ACTION: Carden will inform the department of the denial of URBS 202 and the approval of URBS 201.

In addition to these specific discussion items, French asked if the committee was in favor of approving the overall recommendations of the Course Proposal Subcommittee for all other courses. All were in favor.

***ACTION:** The Cardinal Core Office will notify departments of the results of the reviews and request additional modifications as necessary. All approvals become effective Summer 2021.

Ad Hoc Committee Updates

Digital Literacy Ad Hoc Committee: Micro-credentials and Badges within Cardinal Core:

Koenig reported that the proposed budget was approved by the president to solicit up to ten faculty members to implement badges in their courses for spring. An announcement about the December 16 Webinar went out before Thanksgiving. Working with Koenig and Hagan, the webinar will be led by Kerrick to explain the digital badges and Adobe tools that can be incorporated into courses. The Digital Literacy subcommittee hooked up with the Adobe group for this joint workshop. A form was provided to determine who is extremely interested in becoming a Digital Literacy Champion or Adobe Creative Campus Fellow, an opportunity open to Cardinal Core faculty/instructors and GTAs. Two individuals indicated that they already are using Adobe. Although the RSVP numbers

were encouraging, there was concern that some missed the initial calendar invitation. Shanahan said that the calendar invite went to anyone teaching Cardinal Core courses in the spring, but that GTAs may not yet be assigned. She suggested sending a follow-up e-mail announcement with a link, although the calendar tracking feature might be lost.

Regarding the previous concern about not jeopardizing the financial status of participating GTAs, Willey consulted DeMarco who verified that there would be no problem with x-pays if the extra work is approved by their supervisors.

Some committee members wondered if additional funding could be obtained from the president based on the extent of interest. French would like to see interested faculty supported. Both he and Willey are impressed by the progress on these initiatives.

***ACTION:** Willey will talk with Michael Wade Smith when a final count is available.

***ACTION:** Shanahan will send a follow-up reminder about the workshop.

Adobe Creative Campus Tools Ad Hoc Committee:

Hagan had no separate report, given the partnership with the Digital Badges Committee at this time. However, he commented that Adobe has money and that funding might be split going forward to generate the culture.

Subcommittee Updates

Diversity Petition and Assessment Subcommittees:

Shanahan reported that a draft of the revised D1 rubric has been circulated to the assessment subcommittee for evaluation and feedback by December 7.

Also, in follow-up to the CCCC's recommendation, a notification was sent to all instructors teaching D1 courses to remind them of the need for compliance in including verbatim Cardinal Core outcomes and explicit assessments in their syllabi. Another syllabi check will take place in the spring, and hopefully the compliance numbers will improve.

Shanahan thanked the Assessment Subcommittee for their help in refining the assessment training materials. She will produce a video on how to score work samples, similar to how AAC&U explains scoring. A large number of work samples for the NS assessment have been collected. The WC work samples are just starting to come in. Some of the WC work samples will be discussed during practice scoring sessions and the assessment subcommittee has scored one sample for an example of applying the rubrics. Shanahan commented that due to the nature of assessment, even within the assessment subcommittee there were often differing opinions on which rubric categories should be assigned.

Next Meeting

The Course Proposal Subcommittee will meet virtually on January 15, 2021, at 2:30 p.m.

Prepared by Kathy Carden based on videotaped discussion