



**Cardinal Core Office**

**MITC 161  
(502) 852-5712**

**Cardinal Core Curriculum Committee  
Meeting of January 15, 2021, 2:30 (virtual meeting)**

**Minutes**

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

**Absent:** Beattie, W. Partin

**Guests:** Matt Bergman and Sharon Kerrick

**Spring 2021 Membership Roster Updates**

Fuselier was welcomed back from sabbatical, and Smith was acknowledged as the representative for Olinger while she is on sabbatical this spring.

**Approval of Minutes**

The edited minutes of December 4, 2020, were approved.

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

**Course Proposals – Revisions for 2<sup>nd</sup> Review**

- **LEAD 256** (digital badge course for SB reconsideration with modifications):  
In response to revisions requested by the CCCC at the last meeting, the LEAD 256 course was modified to better address the committee’s concerns about more explicitly describing the social and behavioral aspects of the course and how the SB outcomes are demonstrated through the assignments. Kerrick and Bergman were present to answer questions about this pilot course, taught in the fall and now proposed for Cardinal Core. During the extensive discussion, it was determined that a better course title might be “Technology in the World Today.” More importantly, since SB still was buried in the syllabus, Willey and Hagan provided feedback on how to better articulate those Cardinal Core outcomes, connecting them to technology and the assessments by giving specific examples. For the SB Outcomes and Assessments, a recommendation was made to remove the current narrative and replace it with the language under HAT as appropriate. Also, under the Purpose of the Course & Course Objectives, a concrete statement was proposed on how the course uses the theoretical frameworks of leadership development to help students apply their learning experience in their chosen discipline. Additionally, Riedel pointed out that under SB outcome #5 Re: effective communication in speech and writing, the writing component was there but there was no mention of oral presentations. Singleton, Burke, Koenig, and Willey agreed that this is an important type of course in today’s world, and culture helps students develop their technology projects.  
**\*ACTION:** The CCCC voted to conditionally approve the course for SB designation with the specified modifications. The Cardinal Core Office will communicate the requested changes and conduct the final review.

**\*ACTION:** A new CIF is required to change the LEAD 256 course title.

■ **COMM 222** (SBH coding denied without extensive modifications; resubmitted for SB,D1): The Course Proposal Subcommittee approved this modified course for SB,D1 credit. This decision was approved by the full committee.  
**\*ACTION:** The Cardinal Core Office will notify the department of the result of this final review.

### **Cardinal Core Web Updates**

The new Cardinal Core course listing for 2021-22 will be posted to the web site. Also, a clarifying statement about Cardinal Core course level policy (100-300 level) will be included on the Faculty Resources page. Additional editorial suggestions can be submitted to the Cardinal Core Office.

### **Number of Cardinal Core Courses**

In follow up to earlier discussions about the large number of Cardinal Core courses. Willey again stressed the need for cohesiveness in the program and how to best build it for a valuable student experience during their first two years. She asked if the committee wanted to take on a project to address the issue of the number of CC courses and the related challenge of quality control (some CC courses taught unevenly and lack of staff to review syllabi each semester). Strategies that were suggested included:

- looking at the number of courses per area/department vs. limiting the overall number (Riedel)
- carefully looking at crosslistings; for example, although it may look like PAS has many courses, some are crosslisted with other departments (Willey)
- concern about a strict/fixed number per department; otherwise agrees with Riedel's philosophy of gen ed; commented that at some point students should take a math course from an expert in the field, not in the major (Losavio)
- rather than limiting the number of courses in the departments, step back and think of the problem that is trying to be solved; for example, if there are courses not upholding Cardinal Core, that might be the problem (Fuselier)
- concern about long course listing being fueled by competition between departments for money, drawing more students by offering more courses (Barberie)
- offering additional faculty training to communicate the value of Cardinal Core and design of syllabi to meet guidelines (Willey)
- consulting departments in each discipline to best determine if there are too many courses (Singleton)
- making sure that a limitation on bottle-necked courses is not set (K. Partin)

Willey reported that the proposal to develop meta-majors/clusters of classes was not shared with advisors during the pandemic crises because they were overwhelmed with enrollment outreach. She could revisit the proposal this summer (Willey)

**\*ACTION:** Further discussion will take place as a future agenda item.

### **Ad Hoc Committee Updates**

#### **Digital Literacy and Adobe Creative Campus Joint Workshop/Webinar**

Koenig reported that the December 16 informational webinar was well attended (46 participants). Kerrick talked about digital certificates and badges and techniques for integrating digital skills into Cardinal Core courses. Hagan led the Adobe team and gave an informative overview of the suite of programs. Both are tied together under the digital literacy umbrella; this digital cohesion can tie courses together in Cardinal Core.

Only one downside was noted; of the 20 faculty members who submitted proposals and syllabi to become a Digital Literacy Champion or Adobe Creative Campus Fellow, only 6 of the 20 applied for the digital side. The upside is that funding for 20 was realized. The idea is that these participants will share with their departments, self-perpetuating the project. New recruits might be re-invited for another workshop.

Koenig is leading instructors down the simpler path since there are so many types of digital badges and some of the certificates are expensive and time consuming. Although the group is small, all are excited.

Hagan mentioned that some of the veterans of the group had to temper the excitement of beginners who wanted to produce a video beyond one minute. Adobe also is excited about the initiative. Going forward, Hagan wants to develop a high level of clear criteria on how to review applications. This will be important if the university gets funding from Adobe. Willey suggested that the potential impact/reach be part of the rubric, not just class size but determining whether applicants would be willing and able to take their training back to the department.

**\*ACTION:** Hagan will work with the team to develop a rubric for acceptance.

French thanked everyone for the start of a great program, and Losavio acknowledged the exceptional work of Koenig, Hagan, Shanahan, and others such as Zahrndt. Willey was thanked for providing guidance and obtaining funding.

**\*ACTION:** In chat, Shanahan shared a link to the webinar recording <https://web.microsoftstream.com/video/327a5bc9-5be9-4592-94e5-5d5c83bd574b> and Willey shared a digital transformation link <https://louisville.edu/digital-transformation> .

### **Subcommittee Updates**

#### **Assessment Subcommittee**

Shanahan announced that funding was received for participation in the AAC&U VALUE Institute. The plan is to submit samples of student work from both Cardinal Core and CUE courses from a representative sample of freshmen and seniors across all undergraduate units. The sample will specifically include seniors who took the majority of their gen ed courses at UofL.

The response rate in collecting work samples for the WC assessment (over 300) and Natural Sciences assessment (near 700) has been huge, even considering withdrawals during COVID. Reading lengthy papers as part of the WC assessment will require more time. Still, the goal is to score as many samples as possible.

#### **Diversity Subcommittee**

Shanahan reported that the committee is diligently working on the Diversity rubric, which has been a challenge given the struggle with scoring effectively in the past. The goal is to have the rubric finalized by the end of the semester for implementation in the next cycle of assessment.

### **Next Meeting**

The Course Proposal Subcommittee will meet virtually on February 12, 2021, at 2:30 p.m.

Prepared by Kathy Carden