

## Virtual Cardinal Core Curriculum Committee (CCCC) Meeting Minutes 01-14-2022

**Attending:** Barrow, Baumgartner, Burke, French, Futrell, Hagan, Himes, Koenig, Lewis, Losavio, Meza, Olinger, K. Partin, Perry, Pinkston, Presley, Riedel, Seif, Shanahan, Willenborg, Willey, Wright:

**Absent:** Crothers (optional/non-voting member), Reynolds, Rudy

**Guests:** Henry Cunningham, Brian Guinn, and Regina Roebuck

### **Review and Approval of December 10, 2021 Meeting Minutes:**

The minutes from December 10, 2021, meeting were reviewed and approved.

**ACTION:** Samuelsen will post the minutes to the Cardinal Core website.

### **Henry R. Cunningham, Ph.D., Director of Community Engagement- Discuss adding community engagement into Cardinal Core courses:**

Cunningham discussed his role as Director of Community Engagement, which is to help faculty connect teaching and research to critical community issues. In addition, he is responsible for ensuring the University maintains its Carnegie classification in community engagement. The University needs to report to Carnegie the different kinds of courses that are CBL, including international, graduate, capstone, and general education courses. The goal is to show Carnegie that community engagement is embedded within the fabric of the institution at all levels. The University needs to show continued improvement and enhancement of our community engagement. One aspect is through CBL (Community-Based Learning) courses in general education. Cunningham reviewed the definition and criteria for CBL courses. Six Cardinal Core courses are currently considered CBL (EDTP 201, ANTH 343, SW 201, PAS 206, PEAC 201, GEOG 200). Cunningham and Willey identified other Cardinal Core courses that could potentially be considered CBL (PHPH 101, NURS 388, Latin American and Latin Course-Panama, ENGL 101, ENGL 102, ENGL 105, and ENGL 508). Cunningham and the Office of Community Engagement are there to assist faculty. They offer the Community-Based Learning Institute every summer (end of May). It's a two-half day program to assist faculty in developing or modifying their CBL course. Cunningham also offered his personal, individual consultation with faculty to develop CBL courses.

Lasavio mentioned his concern with the additional effort and time faculty spend to prepare and implement CBL courses and wondered about some kind of recognition on their work assignment letters. Willey said faculty need to work with their department chairs, deans and within the unit's faculty affairs.

Lasavio inquired about a CBL course that had to transition online due to COVID. Students in the course are working with the Digital Transformation Center on campus, but would this course still count as CBL learning because the students are getting the same experience but they're doing it to benefit the university community, students, and faculty? Cunningham mentioned one of the differences between a community-based learning course and an experiential learning course is that experiential learning course can be anywhere on or off campus. A community-based

learning course has to be off campus. However, an on campus, temporary situation, due to COVID, should not present a problem as a CBL course.

Baumgartner mentioned there might be additional Public Health Courses that could be added to CBL. She will double check with the faculty who teach the courses she has identified and follow up with Cunningham for further discussion.

**ACTION:** We could pull Paul DeMarco, from the Center of Engaged Learning, into the conversation and see if we can get a recommendation or some kind of statement about encouraging CBL courses and getting faculty credit for developing these CBL courses.

**Shanahan will present summary of department offerings (At December meeting, Riedel called for the committee to revisit the concern about students taking too many courses in their home department and not being exposed to a range of disciplines):**

Shanahan reviewed and summarized the departments/units and Cardinal Core course offerings in the different content areas (spreadsheet in Teams folder). Areas where we have four or more content areas being met by a specific department are A&S- Anthropology with QR, Natural Sciences, SB, SBH, plus D1 and D2 competencies; Geographic and Environmental Sciences with QR, Natural Sciences, SB, SBH, plus D1 and D2 competencies; Women and Gender Studies with WC, OC, AH, SB, plus D1 and D2 competencies; Communications with OC, AH, SB, SBH, plus D1 and D2 competencies. The School of Public Health have four, until we break it down further by departments. They cover QR, Natural Sciences, SB, SBH, plus D1 and D2 competencies. According to the current structure of Cardinal Core, students must take two courses from different disciplines in AH, SB, and NS, so this should not be an issue.

Riedel asked if we have any numbers from the Registrars office on how many students take multiple cardinal core courses in one department/unit.

**ACTION:** Willey and Shanahan will work with W. Adamchik to develop a query to see how many students have taken multiple cardinal core courses in one department/unit.

**Subcommittee Updates:**

**Diversity Petition Subcommittee:**

Presley stated the Diversity Subcommittee met with Stephanie Dickerson, Director of Dual Credit Program to discuss dual credit Cardinal Core courses with JCPS in follow-up to discussion at the November CCCC meeting. The group opened discussion with how to better serve area high schools and expand dual credit offerings in JCPS, specifically looking at Quantitative Reasoning, Social & Behavioral Sciences, and Arts & Humanities. The committee wants to get students access to the Cardinal Core courses, specifically those that meet two categories, such as SB, D1, so it's more beneficial to the student. Dickerson presented the subcommittee with two underlying issues her office is facing 1. teacher credentialing, 2. funds to pay faculty. They have to find teachers who have 18 credits hours in masters level coursework of a specific content area to be able to teach these dual credit courses. There have been a few work arounds, such as hiring part-time lecturers, or having a specific instructor of record with the credentialing and then having the teacher on JCPS campus manage the class, in an online format. Another work around involves a variance for teachers that have 15 credits hours, potentially 12 and working on their last class or two. With regards to funds, program/departments don't want to give up that tuition revenue to JCPS students. However, the

Dual Credit Program may have some funds available to help fund additional courses. Dickerson stated JCPS and the high schools are excited and really want the dual credit courses. This fall, PAS 200 was taught as a dual credit course and was well received. Dickerson is trying to formalize a scholarship program, so students can better afford dual credit courses. There was also discussion of Open Access materials for these courses, due to the costs of textbooks. Willey discussed the potential to combine the earlier conversation for Cunningham, CBL courses and dual credit courses, by encouraging our professors to teach in public schools through a partnership model as a kind of community-based learning experience?

**ACTION:** Subcommittee to follow up with Dickerson about funding options/process. Subcommittee will identify which departments to talk to first about interest in expanding dual credit courses. Willey and Presley will come up with a pitch for the combination of CBL and dual credit courses.

**Assessment Subcommittee:**

Shanahan reported they have received speeches from the Fall and she's edited everything she's received so far. She's working with Katherine Taylor in Communication and the developer of a new system used by COMM faculty to get the remaining speeches. The plan is to schedule the assessment for early March. Also, they are on track to do a pilot of the new diversity rubric this semester. Faculty have been notified and a reminder notice with a more detailed timeline is being sent on Monday.

**Course Proposal Subcommittee:**

Results of Course Proposal Reviews (document in meeting folder on Teams). Futrell reported we had 21 course proposals to review. The subcommittee broke into 3 review groups and each reviewed 6-7 course proposals. Of the 20 courses, 12 were agreed upon by the subcommittee and 8 were brought before the larger committee for review/discussion.

Approved:

COMM 215	Communication, Identity, and Power	AHD1
M L 261/SPAN 261	Culture of Spain	AHD2
SOC 206	Social Justice	SBD1

Denied:

SW 204	Introduction to Social Statistics	QR
TA 240	Stagecraft	QR

Approved Pending Modifications:

ANTH 252	People and Their Food	SBD2
COMM 225	Rhetoric from Greek to Tweet	SBH
NURS 205	United States Healthcare System History and Inequality	SBHD1
COMM 255	Communication and Statistics	QR
HSS 202	Human Anatomy and Physiology	S
HSS 377	Introduction to Statistics in Health and Human Performance	QR
URBS 303/SUST 303	Quantitative Research Methods in Sustainability and Urban Studies	QR

There was a lot of discussion regarding social and behavioral sciences (SB). Shanahan shared the Cardinal Core program philosophy as well as the SB outcomes. In addition, she provided a

document the Cardinal Core office put together from Kentucky universities that gave some examples of what other institutions are including as SB courses, noting we do have a transfer agreement among Kentucky schools for general education.

During the meeting the following 8 courses were discussed and decided.

Approved:

ITP 115/ASL 115      Introduction to Deaf Culture      SBD1

Approved Pending Modifications:

MGMT 290      Managing A Diverse Workplace      SBD1

NURS 206      Rural Health      SBD1

PHEP 200      Disease Detectives      SB

SPAD 342      Race and Sport in The U.S.      SBD1

Denied:

PHPH 101      Intro to Public Health      SBD1

PHPH 102      Intro to Public Health (HONORS)      SBD1

SPAD 336      Digital Development & Technology in Sport      SB

**Digital Competency Subcommittee:**

Update on Adobe Creative Campus Fellows and Digital Literary Champions- **Ran out of time to discuss**

**New Business:**

**Ran out of time to discuss**

**Next Meeting:**

The next meeting is **Friday, February 14, 2022**, from 2:30pm-4:00pm in Ekstrom Room E 254.

Prepared by Darla Samuelson