Cardinal Core Curriculum Committee (CCCC) Meeting Minutes 03-11-2022

Attending: Barrow, Baumgartner, Burke, Crothers, French, Hagan, Himes, Koenig, Meza, Riedel, Seif, Shanahan, Tubbs, K. (for Reynolds), Willenborg
Absent: Futrell, Lewis, Losavio, Olinger, Partin, K. (optional/non-voting member), Perry, Pinkston, Presley, Rudy, Willey, Wright

Review and Approval of February 15, 2022, Meeting Minutes:

The minutes from February 15, 2022, meeting were reviewed and approved.
ACTION: Samuelsen will post the minutes to the Cardinal Core website.

Michael Hagan and Cara Cashon-Presentation Digital Initiatives (PowerPoint in Teams):

Hagan introduced Cara Cashon who is working with a team to map and understand the interrelationships of U of L's varied digital efforts for the A&S LIAM team (Leadership and Innovation in Academics Matter), an HSC leadership program. This program is a project between the medical school and four other departments to create digital credentials. Every student can earn a digital badge. The College of Business, the College of Education and Human Development, and School of Engineering are already using digital credentials through LinkedIn. A badge shows on a students LinkedIn profile and can be added to their resume. A&S is not currently utilizing digital credentials, so this team is looking into why A&S isn't doing this? What are the obstacles? How do we make these enhancements to the curriculum? We reviewed the Synthesis of Project slides and discussed. Currently, the University is working on UofL digital badging, but we do have access through the Digital Transformation Center (DTC) to vendor digital credentials from IBM digital badges, LinkedIn Learning, Microsoft, Google, etc. The DTC badges are all vendor badges because there are no UofL badges created, yet. UofL is still establishing standards and assessments for badges. We want to create badges that translate into industry/workforce skills, making our students more competitive having a degree with badges. We want the badges to add value to the student's experience. Cashon's team thought of approaching these badges as completing a bootcamp or extra credit where faculty/students try it out and see what happens. It should be marketed to students as an opportunity, not mandatory work to complete the badge. One idea the team has, is to identify a collection of relevant vendor courses or credentials and create a learning path that ends with a digital credential. The digital credential should be considered as a retention tool to motivate students to complete the badges and move to the next level skill badge to keep learning. Alumni have/should have access to these badges to keep learning/leveling up their skills.

Himes inquired if the digital badging will require CPE review because of the transferrable courses across KY. We don't currently have an answer.

Digital Competency Subcommittee:

Hagan reviewed the Cardinal Core Digital Competency Student Learning Outcomes document he shared in the Teams folder. The committee reviewed and discussed the digital competency definition and student learning outcomes (SLO). We also reviewed and discussed some questions the subcommittee had for the committee. When we map the essential skills to the courses, we can also map the digital competency SLO's. There are two potential paths- single badge deliverable within any Cardinal Core course that has this badge through the Digital Transformation Center (DTC), or three existing badges earned through a vendor, combined to form a UofL digital competency badge. Keeping in mind students will come into a class with different skill levels, there should be flexibility of earning/building on badges to keep students engaged and learning. The College of Education and Human Development already has a Cardinal Core course (LEAD 256) that is approved for digital micro credentials. They customize the badge to a student project.

ACTION: The committee would like someone from the university wide Digital Badging and Micro-Credentialing Committee to provide update/guidance.

If anyone has any suggestions/feedback, please send to Hagan.

CCCC Service Letters:

Samuelsen stated in the past the service letters were sent at the end of February; however, the committee needs to decide if we should be sending them out by calendar year or academic year. If we follow the calendar year, the service letters will be sent in January. If we follow the academic year, the services letters will be sent in May. Following the academic year makes more sense, since the service on the committee will be complete in May. The committee agreed to follow the academic year. If faculty require a service letter earlier for their tenure packet, the Cardinal Core office will provide a service letter upon request.

ACTION: Samuelsen will send services letters at the end of May.

Subcommittee Updates:

Diversity Petition Subcommittee:

Shanahan reported they just received one request yesterday. It's been sent to the subcommittee for review.

Assessment Subcommittee:

Shanahan reported the oral communication assessment is happening now. They had one-week online training and face to face (Teams) training to develop a consistent approach to the assessments. This assessment review included performances, in

addition to traditional speeches, which was a little different from past assessments. They hope to have the results collected next week. With regards to the diversity assessment, the subcommittee was waiting for the withdraw deadline to pass before collecting their random sample of students. Instructors will start to receive a list of students that have been identified for the assessment.

Course Proposal Subcommittee:

Samuelsen reported an updated course listing was posted on the Cardinal Core website and sent to advisors. The CIM process is new this year and there's been a slight delay in getting all the courses processed and approved.

Next Meeting:

The next meeting is **Friday, April 15, 2022**, from 2:30pm-4:00pm in Ekstrom Room E 254.

Prepared by Darla Samuelsen