

**Core Curriculum Committee
Minutes – March 22nd, 2023 – 4:10 PM**

Zoom link:

<https://us02web.zoom.us/j/81973881204?pwd=MzdmM0FtSEx3M1F5Si9vUUtPcTN5dz09>

Meeting ID: 819 7388 1204

Passcode: shepherd22

Attendance. Those in attendance marked with an X. Those not in attendance are moved to the right.

Voting members:

X Library – Rhonda Donaldson*

CAHSS

X CAT – Ally Christmas** (fall)/Chris Coltrin (spring)

X EML – Tim Nixon

X HIST – Ben Bankhurst (fall)/David Gordon (spring)

X COMM – Monica Larson*

X MUSC – Erica Rumbley*

X PSCI – Stephanie Slocum-Schaffer

X PSYC – Lindsey Levitan**

X SOCI – Charles Hulse**

SOWK – Karen Green

COB

X ACCT – Justin Collins*

X BADM – Zahra Pourabedin*

X ECON – Kathy Reid*

CNEHS

EDUC – JB Tuttle*

X NURS – Cara Burker*

X RSES – Rhonda Hovatter

CSTEM

X BIOL – John Steffen*

X CHEM – Jacqui Cole**

CME – Karen Adams (fall)/Osman Guzide (spring)

X EPS – Sytil Murphy*

Non-voting ex officio members:

Academic Support Center – Emily Gross

Assessment Task Force – Ann Wendle

C&I Chair – Larry Daily

X Director Academic Advising – Christina Reich

FYEX - Shannon Holliday

Multicultural Student Affairs – Annie Lewin

X Registrar – Tracy Seffers

Student Engagement – Rachael Meads

X Student Success – Hannah Williams-McNamee

Student Representative (SGA) – William Prudnick

Student Representative (SGA) – Wesley Reece

Website – Barbara Kandalis

Subcommittees:

•Assessment: A Wendle (Chair); S Slocum-Schaffer (CAHSS); R Hovatter (CNEHS); K Reid (COB); J Cole (CSTEM)

•Course Substitution: K Green (Chair); T Nixon (CAHSS); JB Tuttle (CNEHS); K Reid (COB); S Murphy (CSTEM)

I. Approval of the Minutes from the 2/15/2023 Meeting

Approved

II. Reports

a. C&I (L Daily)

No report

b. Assessment Subcommittee (A Wendle)

No report

c. Course Substitution Subcommittee (K Green)

No report

III. Second Readings

a. HPPH 370 History of American Architecture

Tier 2, assessing lifelong learning, and civic knowledge and engagement. Being part of the core will enhance the class by bringing civic knowledge more to the front. Assessments are from the AACU rubrics.

Motion (Stephanie Slocum-Schaffer), Second (John Steffen)

16 yes, 0 no, 0 abstentions

b. MUSC 201 Popular Song and Songwriting

Department minutes were found and assessment plan revised.

Motion (Rhonda Hovatter), Second (John Steffen)

Assessment criteria are missing. It doesn't say something like "60% of students..." It is recommended that the AACU rubrics are used.

The assessment is for the course not for the students. Therefore, grades are not typically used for these assessments. The rubrics are available – on the website and open access via googling. (<https://www.aacu.org/initiatives/value-initiative/value-rubrics>)

Motion to amend the motion so that this is postponed to allow review of the assessment plans (Murphy) approved by Hovatter.

IV. First Readings

a. NURS 210 Recovery and Life Coaching

Proposing of NURS 210 into Core as a wellness course. This course is open to all. It is important to highlight the need to increase access to mental health crisis

and opiate epidemic. Beneficial for nursing students, service professionals (education, social work, etc). Anyone who might deal with people struggling with substance abuse and communication.

This course was required for DNP students. Feedback showed that students liked that it was a 4 day intensive course with field work after.

Meets many/most of the Wellness competencies from the Core framework. Lifelong learning competency assessment will need worked on.

Comments:

Looks like a relevant course. On course form – items missing, like Dean’s signature. But, there is another version with the corrections.

Is (4 days, 8 hours/day) 32 hours the equivalent of a semester long course? Shouldn’t that be closer to (3 hours/week for 14 weeks) 42 hours? Is it enough? What about the time outside of class that would typically be spent on homework/reading, etc... The field work time is not known precisely but is believed to be an additional 16 hours.

The assessment plan is missing.

Liberal arts courses feature a back and forth dialogue. Does an intensive course provide that?

How does this work during the regular semester courses? It is offered before the semester starts. Right now, it is on the summer schedule offered M-R May 8-May 11. That is sort of how it would be in the fall or spring.

Wellness is more about students themselves, not in training to help others. How does this meet the competency? It improves the student’s skills: communication, etc... It would help if the narrative for inclusion in the core could focus on the benefits to “you” as the student in the class.

The provided syllabus is for an upper level (400/500) course. This is being pitched as a 200 level course. Some of the concepts seem too much for a 200 level course. Is there any chance of adjusting to meet the lower level?

V.Deletions

- a. None

VI.Old Business

- a. None

VII. New Business

- a. Core curriculum representatives are for a two year term
 - i. Continuing
 - 1. Library, COMM, MUSC, ACCT, BADM, ECON, EDUC, NURS, BIOL, DEPS, HIST, RSES
 - ii. Up for reelection by department
 - 1. CAT, PSYC, SOCI, CHEM, CME, EML, PSCI
 - iii. Needs declared
 - 1. SOWK

Try to get the election to happen before the end of the year so that membership is set for August.

- b. Nominations for Chair for 2023-2024
Tim Nixon – nominated and elected.

VIII. Comments for the Good of the Order

- a. FYI – SPORT 101 will be coming up next month as a FYEX