

Core Curriculum Committee

Minutes of October 17, 2014 meeting

Present: Tom Dalton (Business), Jennifer Gorsky (Math & Comp. Sci.), Koonyong Kim (English), Kathleen Kramer (Engineering), Julia Medina (Langs. & Lit.), Sylvie Ngilla (Langs. & Lit.), Reyes Quezada (SOLES), Adam Siepielski (Biology), David Sullivan (Comm. Studies), Debbie Tahmassebi (CAS Dean's office), Karma Lekshe Tsomo (THRS), and Maria Yakovleva (Associated Students)

Call to Order: The meeting was called to order at 10:05 a.m.

Approval of minutes: The following was added to item 6 in the September 19, 2014 minutes:

Consider spelling out acronyms on the website so people know what they mean (at least on the first occurrence of the acronym).

After this addition was made, the minutes of the September 19, 2014 meeting were approved with a vote of 8-0-0.¹

Core Curriculum Proposal for Fine Arts Core:

- **Music 106.** The Committee voted (with a vote of 12-0-0) to conditionally approve the course for Fine Arts Core, provided the following revisions are made (and submitted to and reviewed by the CCC chair):
 - Rewrite the learning outcomes in the syllabus and proposal so that they are in keeping with the University's prescribed format for undergraduate learning outcomes (e.g., learning outcome 4 in the syllabus could be reworded to read: By the end of the course, students will be able to articulate song and social justice movements in both written and spoken format.) Make sure the learning outcomes are written in such a way that they are assessable. In addition, make sure there is alignment between the learning outcomes on the syllabus and the proposal.
 - Item 4 on the Course Outline of Record Proposal Form, more clearly identify which course learning outcomes are used to fulfill Goal #1. For example, when the "third and eighth outcomes" are referenced in item 4, it is unclear which outcomes these are referring to (if they are referring to the outcomes in item 3 of the proposal, then there are only 6 outcomes given in item 3).

Core Curriculum Proposals for W Courses

- **Music 333 for Dr. Pfau.** The Committee voted (with a vote of 12-0-0) to conditionally approve the course for a "W" designation, provided the following revisions are made (and submitted to and reviewed by the CCC chair):
 - Make the learning outcomes more specific (similar to the specificity in the goals for students in the syllabus under *The "W" (Wringing) component*). Also, make sure there is alignment between the learning outcomes on the syllabus and the proposal.

¹ All votes are given in the following order: number in favor - number opposed – number abstaining.

- In the proposal, be more explicit about how the assessment of learning outcomes will occur.
- In the syllabus, make the reading assignments explicit and clear (there are no references to textbooks).
- **Math 325 for blanket approval.** The Committee voted (with a vote of 12-0-0) to conditionally approve the course for a “W” designation with blanket approval, provided the following revisions are made (and submitted to and reviewed by the CCC chair):
 - Provide a course schedule.
 - Make clear in the syllabus that students will develop their ability to express their ideas and arguments clearly and cogently.
 - Make clear in the syllabus that there is a process-oriented approach to writing.
- **Phil 494 (for Dr. Woods).** The Committee voted (with a vote of 12-0-0) that the proposal be revised and resubmitted for the Committee for review. The following revisions were requested:
 - Provided complete answers to all prompts on the proposal, rather than simply referring the reader to the syllabus to extract out the relevant information.
 - Make clear how the writing instruction will take place.
 - Make clear that a process-oriented approach to writing will take place (through drafting, feedback, revision and editing, and final drafts).
 - Provide more clarification and specifics as to how the learning outcomes will be assessed.
 - Consider adding to the proposal the relevant information in the syllabus under the section *Course Requirements*.
 - Provide a course schedule.
- **Transfer courses (CMST 351 and CMST 451) for W.** The Committee notes that English Chair turned both of these courses down for a “W” designation; the student is appealing this decision and thus the courses have been submitted to the CCC for review.
 - **CMST 351.** The Committee voted (with a vote of 12-0-0) to decline the course for a “W” designation due to the following:
 - There is no process-oriented approach to writing provided.
 - There is little or no feedback on the submitted graded writing assignments. In addition, the papers have significant errors that are not corrected.
 - Learning outcomes for writing are not on the syllabus.
 - **CMST 451.** The Committee voted (with a vote of 12-0-0) to decline the course for a “W” designation due to the following:
 - There is no process-oriented approach to writing provided.
 - There is little or no feedback on the submitted graded writing assignments. In addition, the papers have significant errors that are not corrected.
 - Learning outcomes for writing are not on the syllabus.

Core Curriculum Proposals for D Courses (These are all transfer courses for the same student.)

- **Foun 100 Sequence 1, Foun 105, and Foun 105 Sequence 2.** The Committee voted (with a vote of 12-0-0) to decline all three courses for a “D” designation due to the following:
 - Learning outcomes are not on the syllabus.
 - Only a few classes are devoted to writers that would address the “D” learning outcomes.
 - Concerns were raised that the courses were from 1999, 2000, and 2003, and much has happened concerning diversity in the last 10 – 15 years.

Adjournment: The meeting adjourned at 11:30 a.m.

Respectfully submitted,

Jennifer Gorsky