

Core Curriculum Oversight Committee

Minutes

Wednesday, January 30, 2008

1:00pm-2:00pm

Lawrence Street Center (LSC) Suite 300

Attending: John Lanning, Lori Evans, Kenny Wolf, Cliff Young, Jeff Schrader, Ann Martin, Liz Pruett, Sam Welch, and Gita Alaghband.

1. Assessment and Accountability Options – John Lanning & Kenny Wolf

See General Education Assessment Options Handout

Assessment and accreditation is a larger campus-wide issue that CCOC will play a part in.

Issues:

How do you assess learning in the core? (Direct measures of learning)

What kinds of information can be collected to show the advancement of students?

We need to define the learning outcomes, critical thinking, etc.

The timing of this discussion is being driven by the budget cycle. If this committee decides to use one of the national tests, funds will be required. Also for accreditation purposes we need to have an assessment plan in place for fall 2008.

The review process could be two-fold:

- 1) review of course syllabi with criteria as outlined in previous meetings
- 2) assessing which courses are accomplishing critical thinking

Gathering assessment materials that are already being collected by the departments is one idea we could think about.

Another option would be to have the faculty write a two paragraph summary at the end of the semester that answers the question, did the students learn critical thinking or some other agreed upon learning outcome. After the data is collected, the faculty would be invited to a working lunch to discuss how they can share their data and present ideas to improve the course to better meet the learning outcomes.

We could have faculty answer these questions via survey monkey based on which section of the core their course falls into, and then have those groups meet and discuss the outcomes. The group meetings would be organized and facilitated by CCOC.

Pre – and – post knowledge survey given to the students, then the faculty uses that to complete the two paragraphs question. Would un-tenured faculty really

be objective in answering how well they thought their students met the learning objectives? The answer to that problem would be to have the self-reported data be anonymous and guaranteed not to affect their ability to be re-hired.

Anonymous at an individual level would accomplish this but the data would need to be shared in aggregate with the departments involved.

We could invite a select group of people to participate in a roundtable discussion, with the motive of building consensus about how to improve teaching and learning objectives in these core courses.

The question on deck:

1) What kind of evidence should be collected on the core?

How do you encourage people to participate while keeping it anonymous? We need the backing of the Deans, AD, and department chairs in order to get them to buy into the concept? We'll need their support to make this work.

Regardless of what this group wants, this campus will be forced to use one of the three national assessment tests.

Kenny and John will come back on Feb 13th to CCOC with a rank order of which option they feel will be the best for the committee to choose.

We need to be sure that the faculty are aware that there is some benefit to them for participating. In addition, the groups that meet after the fact will need to have a facilitator.

2. Spring request of electronic syllabi

Should the oversight guidelines be run by AD/ASG?

Can we get syllabi off of SMART?

John will request this information from the Associate dean's via email with a deadline of census date. Submission guidelines are located at http://thunder1.cudenver.edu/ue/CCOCovrsit%20S08_LP.pdf

3. Upcoming spring issues:

a. New courses

IP course

CAM

CLAS – undergraduate social science

b. IP subcommittee

The subcommittee has been lined-up and used ad hoc.

c. Use of study abroad to satisfy IP – clarification is being sought. Carolyn North is coming to the next CCOC meeting to discuss this issue.

d. Budget process & request

Housekeeping

Spring 08 Meeting Schedule:

2nd & 4th Wednesday's 1-2:30pm, LSC 300

February 13th – Carolyn North will attend

February 27th

March 12th

March 26th

April 9th

April 23rd

May 14th – If necessary

Core Curriculum Oversight Committee

Minutes

Wednesday, February 13, 2008

1:00pm-2:00pm

Lawrence Street Center (LSC) Suite 300

Attending: Liz Pruett, Martina Juarez-Lopez, Fred Chambers, Rob Metcalf, Ann Martin, and Carolyn North. Sam Welch via telecom

Agenda:

1. Study Abroad fulfilling International Perspectives proficiency and internationalization of the curriculum – Dr. Carolyn North
Having and IP section in our core curriculum is several steps back from what other institutions are doing to globalize/internationalize their curriculum. Some years back campuses were inserting international units into their curriculum although this is not done now, post 9-11. Integration into core curriculum followed that movement, however now the efforts have shifted towards internationalizing the entire campus and curriculum. The paper Carolyn provided us addresses some of the competencies that this effort hopes to accomplish. What is International Perspectives, is now taken in the light of globalization. What do we mean by perspective and competencies? Those are the questions, that the internationalizing the curriculum is now being addressed with.

Other universities are looking at internationalizing the whole university not just the core curriculum. Asking how/if these competencies are being addressed with the curriculum. Are students able to deal and cope with issues that may not have an answer even over a lifetime?

In the core, getting students out of the country is one step towards giving them an international perspective. We may not be giving them the competencies necessary to truly have a global/international perspective.

In the proficiency subsection in the IP core course submission guidelines doesn't indicate how students demonstrate that they gained any perspective. If their experience was life changing we would like if they were able to articulate that. What demonstrates their learned perspective?

-a journal entry

-we could post questions for them to reflect on in an essay or journal

We need to address the criteria. What would you demonstrate and how would you demonstrate it? This is no longer going to be taken for granted during accreditation. Currently there is campus policy that students can take any accredited study abroad program as long as they personally take care of the credit transfer issue. Carolyn is currently proposing that each school/college select from a list of 4000 published study abroad programs that compliment their programs. We need to provide guidance to the schools and colleges on how to assess the experience. The article Carolyn provided could be a baseline for us to start with. We could require that

schools/colleges that approve a petition to allow Study Abroad to count towards IP proficiency provide how the students demonstrated that they met the competencies on the approval form.

Beyond the core curriculum we need a campus-wide discussion. What do we owe this generation, what do we need to be doing?

As Rob mentioned, we do not even have Ancient Greek, much less more than an on-line Latin course or 3rd semester German. This university is playing catch-up and we need to figure out how to meet some of our basic needs. We need to identify areas where we want to be extremely creative in our delivery.

We could simply list in the guidelines, that this list (X, Y, Z) are the competencies we suggest would demonstrate a study abroad meets the proficiency for International Perspectives. Remove some of the vague language.

Carolyn would envision that we offer students such enticing options to fulfill the International Perspectives section of the core that students don't want to petition out of this section of core.

2. Other

IP Subcommittee (listed below) will be asked to review two ETST courses that were submitted for IP. Ann will email this group the syllabi asking for willingness to participate.

- Carolyn North (International Affairs)
- David Tracer (Anthropology)
- Frank Jermance (Music)
- Myra Bookman (Social Sciences)
- Mike Ducey (maybe as he's on-leave in Mexico)

Housekeeping Don't forget to visit our new website www.cudenver.edu/core

Spring pilot-submission of core course syllabi – due March 21st

- emails with attached syllabi will be submitted directly to ccoc@cudenver.edu
- committee review will begin at the March 26th meeting

Spring 08 Meeting Schedule:

February 27th – Guests: Kenny Wolf, Assessment, & Ken Bettenhausen, First-Year Seminars in the core curriculum

March 12th

March 26th

April 9th

April 23rd

May 14th – If necessary

Core Curriculum Oversight Committee

Minutes

Wednesday, February 27, 2008

1:00pm-2:00pm

Lawrence Street Center (LSC) Suite 300

Attending: Kenny Wolf, John Lanning, Liz Pruett, Ken Bettenhausen, Gita Alaghband, Ann Martin, Jeffrey Schrader, Fred Chambers, Rob Metcalf, Martina Juarez-Lopez, & Sam Welch

Agenda:

1. Review proposal from the First-Year Seminar program for a core waiver
 - The goals of the FYS program are to increase retention of first-year students, by providing them support to be successful academically and personally.
 - Last fall FYS taught 7 courses, all courses teach a set of skills (time management, finance, civil engagement, campus scavenger hunt)
 - The challenge of the FYS courses is that the credits do not fit into their degree programs. The FYS group is asking CCOC to consider allowing the FYS courses to fulfill one area of the core curriculum (see attached proposal). The FYS committee would ask every instructor in submitting their FYS course proposal to include how their course fits into the core curriculum, with an understanding that their syllabus has to be reviewed by either that committee or CCOC (a detail which is up for discussion). This proposal excludes English, math, international perspective, cultural diversity or lab courses.
 - Is this feasible?
 - There is an impact on the departments in that students shopping for a major may be more likely to take and FYS course to fulfill core.
 - This would really need to be monitored. Maybe a pilot could be undertaken.
 - Is there something that the FYS group should do to revise this proposal before the CCOC would consider it?
 - Transfer issue: the course will not transfer to another institution as core, but they will likely transfer as an elective credit. We do not want to take these courses to CCHE for gt approval. We also need to think about how students will be affected if they transfer within the schools and colleges at UC Denver.

Next Steps:

- Ann would like to CCOC to put this on the table for discuss at our next meeting at which point we'll vote on the proposal.
2. General Education Assessment Follow-up- Kenny Wolf, Interim Director of Assessment
 - Building a culture of Accreditation on-campus whether for general education or individual school and college departments.
 - We are charged with providing direct evidence of student learning
 1. Identify the knowledge and skills you want students to learn
 2. Assess those knowledge and skills

3. Use that feedback as a mechanism of improvement
- How do we go about implementing the above 3 steps
 - We start out by building a culture a set of expectation that are as modest as possible. Identify one cross-cutting learning objective (e.g. critical thinking).
 - We need to clearly identify what we mean by critical thinking that will cut across all of the disciplines or courses.
 - We would ask every person teaching a core course to fill out a 1-page self assessment, providing them with a set of guided questions.
 - After collecting the forms, this group could do a quick coding to see if there are themes present. After the fact we get all of the core faculty together to talk about what we saw and how to improve the teaching.

Reactions from CCOC

- Do we have to teach folks to make this an explicit part of the curriculum in every course? Every course doesn't have to cover everything. We have to build the culture over time. We start in the spring and move towards increased participation and awareness over time.
- The amount of information we'll ask people to provide is question this group needs to tackle. We could give them options that way they can have some flexibility within their course.
- Critical thinking in a holistic sense (handout from Kenny) has four components.
- The handout is what we would send out to faculty
- There has to be a 'firewall' between this evaluation and faculty evaluation for RTP.
- If CCOC and/or Kenny could get some face time with English and math faculty, TA's, etc to explain why and how this is being done.
- Rubric page 3 explanation – an analytically or holistically evaluation can be made of an individual student. You can actually calculate how many categories a student fills out of the 3. Or you can fill it out then make a holistic judgment rather than mathematical. Does the rubric need to be filled out as percentages? NO. It's not about a score it's about a holistic judgment.
- How are superior, proficient, developing defined?
- We are not asking the instructors to fill out the rubric for each student; we are asking them to complete the rubric for the entire course.
- How about asking the first question in a longitudinal manner? 1. How would you rate students at the beginning of the semester? 2. How would you rate students at the end of the semester?
- We want to start the conversation among the faculty and nurture the concept of building an assessment culture.
- We need an example of how to fill out the form and rubric. We need to make this easy so that there is increased compliance. We want them to want to participate and understand what they are getting out of it.
- We could write personalized letters to all of the core faculty congratulating

them on their assignment to teach a core course and outline what the expectation are for assessment. Emphasize the accreditation goals.

- Pilot this semester with 10-20 or so faculty. We get them together for lunch and find the pitfalls before we move forward on a larger scale. Kenny will facilitate this lunch.

Next Steps:

- Kenny and John will come back March 12th will a full pilot roll-out plan.

Housekeeping

Spring pilot-submission of core course syllabi – due March 21st

- emails with attached syllabi will be submitted directly to ccoc@cudenver.edu
- committee review will begin at the March 26th meeting

Don't forget to visit our new website www.cudenver.edu/core

Spring 08 Meeting Schedule:

2nd & 4th Wednesday's 1-2:30pm, LSC 300

March 12th

March 26th

April 9th

April 23rd

May 14th – If necessary

Core Curriculum Oversight Committee

Minutes

Wednesday, March 12, 2008

1:00pm-2:30pm

Lawrence Street Center (LSC) Suite 300

Attending: Ann Martin, Jeff Schrader, Martina Juarez-Lopez, Gita Alaghband, Sam Welch, Fred Chambers, John Lanning & Liz Pruett

1. Martina Juarez Lopez will discuss DARS issues

- Confirm if a newly approved course applies as a Core immediately or if it only applies the next time the catalog is updated to include the course.

The course will be approved for core the next term the course could be offered.

- Has CLAS been granted an exception to the effective date for the Core? Currently, new Core has been added to the SIS system effective Summer 2007.

The effective date for the new core was Fall 2006. CLAS wants the effective date to be Summer 2007 in DARS. We don't know how many of the CLAS students that matriculated in fall 06 or spring 07 were designated as under the old core. This committee will propose to CLAS that DARS should have all schools and college start the new core effective Fall 06. However CLAS can individually code students that in matriculated in fall 06 or spring 07 as eligible for the old core.

- Do all grade and prerequisite requirements imposed by the GENERAL EDUCATION-CORE CURRICULUM STATEMENT and/or UCD department apply to all UCD schools/colleges?

Yes. Because we don't have real time prerequisite checking, to ensure that the Cultural Diversity courses are being taken by Juniors or Senior this committee will audit the course lists. Any department in violation will be sent a memo indicating that repeated violations endanger the course of being pulled from approved core course list.

- Can a school/college ask for exemptions for the above?

No

- Are the exemptions/waivers granted by the CCOC apply to the student's record regardless of the degree plan they are following or can a school/college remove the approved/denied status and reevaluate the petitioned course?

No a school/college can not remove a CCOC approved/denied petition.

- Should waivers/exemptions granted by the CCOC be documented in the DARwin degree audit system?

Yes

- If a student's transfer courses are evaluated by a UCD school/college and transfers to another UCD school/college or desires to complete a dual degree should the receiving UCD school/college honor the original University Core evaluation? In other words, should transfer courses be reevaluated by each school/college and 'to' add or 'remove' transfer courses from the original evaluation?

This has never been discussed at CCOC. Perhaps we should go to the advising network meeting and discuss. John will ask the committee.

- If a metro-pooled course exists on a SIS transfer table and is equivalent to a UCD Core course should those courses be automatically allowed to apply in the DARwin degree audit (instead of a manual process performed by an advisor)?

Table

2. Kenny Wolf and John will bring the final gen ed assessment pilot plan to the group.

Collecting evidence of student learning for assessment and accountability/accreditation purposes. We want to build a culture of assessment. We talked about collecting evidence of learning about a cross-cutting learning objectives.

UCD is joining the FIPSE grant program. VSA voluntary system of assessment. We will have college portrait and standardized assessment of undergraduate students. We have volunteered to be part of a multi-million \$ grant that will pilot the standardized assessment test we'll be giving out fall 08. 100 freshman and 100 seniors will be asked to volunteer. This makes the work we are doing here will help the FIPSE grant as the other part of the grant is for alternative systems of assessment. This could turn into some grant opportunities, etc.

Revised version of the assessment handout from Kenny. The material is compilation of information from the CCHE gtPATHWAYS web site.

This is good plan lets move forward. We had envisioned piloting this with 10-20 or so faculty. We get them together for lunch and find the pitfalls before we move forward on a larger scale. Kenny will facilitate this lunch.

Who do ask to participate? ENGL 1020 and senior who have gone through gen ed here. We need to invite faculty teaching in every knowledge area.

3. The committee will also vote at the next meeting on whether to accept the FYS proposal.

This committee agrees to pilot this for 2 years as long as the FYS courses are not submitted for English, math, international perspective, and cultural diversity or lab courses; with the understanding that CCOC will review every new course syllabi prior to the start of registration.

Housekeeping

Spring 08 Meeting Schedule - 2nd & 4th Wednesday's 1-2:30pm, LSC 300

March 26th - Cancelled

April 9th

April 23rd

May 14th – If necessary

Core Curriculum Oversight Ccommittee

Minutes

Wednesday, April 23, 2008

1:00pm-2:30pm

Lawrence Street Center (LSC) Suite 300

Attending: Ann Martin, John Lanning, Cliff Young, Jeffrey Schrader, Martina Juarez Lopez, Liz Pruett, Fred Chambers, Gita Alaghband, & Sam Welch.

1. Martina Juarez Lopez will lead a discussion regarding:

- If a metro-pooled course exists on a SIS transfer table and is equivalent to a UCD Core course should those courses be automatically allowed to apply in the DARwin degree audit (instead of a manual process performed by an advisor)?

Transfer students should be a given latitude when applying to UCD. Once they have matriculated they are required to take our core, or get a waiver from CCOC. CLAS use to have a rule that if a student took the exact same course at MSCD we would allow that to count towards the old core. The problem CLAS stuck to that rule even when GT came into play. If a student complains that will never hold up. Now if a student takes a GT course anywhere we have to accept it. Normally when you deal with transfer equivalency, it's usually similar but not equivalent. Equivalency table can't differentiate between core course that transfer as core but core courses that count for the major.

If a MSCD students transfers to UCD then we should be flexible about what transfers. A matriculated student should not be given that much latitude. The colleges have not been given authority to substitute non-core courses from other institutions as core courses.

The movement is to only accept GT courses from the MSCD pool once a student matriculate, but students are allowed to petition the CCOC NOT the college/school.

As a follow-up we need to have a formal mechanism by which to communicate with the advisors on these policies and to let them know that CCOC has formally requested a report from the degree audit system that will highlight any courses that were allowed for core that are outside GT.

2. Vote on ETST 3108, ETST 3110, ETST 3272 (sub-committee report) and the new courses that we submitted SSC 2000, F A 1001, & GER 3200. ETST 3108 – please see memo dated 12/14/07 and follow resubmission directions.

1. The syllabus must include learning objectives consistent with international perspective core requirements.

2. The syllabus must detail grading policies that are consistent with assessing the learning objectives stated, particularly on critical thinking and analysis points.
3. The syllabi supplied were developed before considering them as a core courses, and the Committee believes that it is important to update the course content and syllabus to reflect the requested core status.

ETST 3110 – summary from the IP subcommittee: syllabus is dated and not consistent with core course objectives and goals.

ETST 3272 – summary from the IP subcommittee: would expect more of a discussion of contrasting public policy and even differing cultural approaches of integration, appropriation or exclusion. However, this course fulfills the objectives of the IP perspective – it is internationally focused and raises issues of globalization and tension between the global and the local. This course seems to approach the subject of media impact upon culture from the societal and political impact(s), which is from the artistic aesthetic and economic impact standpoints. The content seems interesting but is dated. These seem slightly more cultural diversity focused rather than internationally focused.

Committee can not approve these ETST courses until they are resubmitted following the recommendation listed above. The committee supports their inclusion in the core but moved to ask ETST to resubmit all three courses.

S SC 2000 – CCOC unanimously approves this course for inclusion in the UCD core as a social science course and will nominate the course for approval with the CCHE.

F A 1001 – this course is already approved. As an oversight review of FA 1001 – Good Job!

GER 3200 –

CCOC supports this course for inclusion in the core as an International Perspectives course but GER needs to be resubmitted after the following are addressed at which time it will be sent out for review from the IP subcommittee:

- Syllabus needs to address how the text integrates with the course outline. Assignments associated with topics
- Assessment tools: please clarify whether students write exams or take written exams in class.
- Grading: clarify how critical thinking will be evaluated
- Incorporate the applications into the syllabus. The syllabus needs to verify what's in the applications.

3. Oversight committee distribution of spring 2008 core course syllabi (see attached)

The committee will meet on May 29th and discuss the oversight procedures while

reviewing 10 sample syllabi. (over lunch)

Housekeeping

May 14th – last meeting

- ✓ Review fall 2008 FYS syllabi
- ✓ Carolyn North will be coming to discuss the study abroad subsection of the IP policy, as well as internationalization of the core.

Core Curriculum Oversight Ccommittee

Minutes

Wednesday, May 14, 2008

1:00pm-2:30pm

Lawrence Street Center (LSC) Suite 300

Attending: Ann Martin, Gita Alaghband, Fred Chambers, Ken Bettenhausen, Carolyn North, Sam Welch, and Liz Pruett

1. Carolyn North will be coming to discuss the study abroad subsection of the IP policy, as well as internationalization of the core.

See Handout – Recommendation to Curriculum Committee –IP Core requirements and Study Abroad.

We need to figure out how to track these programs for the purpose of degree audit and transcribing. We would also like to explore the idea of excluding the core competencies (English and Math). We would also need to specify that students need to complete the credit hours elsewhere as a free elective. How do manage transfer students that want to transfer in study abroad programs? There is some seed money in the Office of Global Education to fund course development of sustainable IP travel study courses, IP Maymester courses, etc.

Carolyn will draft an invitation for course development seed funding, along with how they are evaluated and funded. Carolyn is also working on international internships, and international service learning.

We will draft a document that shows how we intend to accept study abroad as substitution for IP section of the core. After that document is accepted Carolyn will send out the invitation for course development funds.

2. Vote on the following syllabi:

- ✓ Resubmission of PMUS 3110

There appear to be two different syllabi. The committee reviewed the documents that were submitted but given the two different syllabi we are confused. Please clarify which of the two syllabi you would like the committee to review.

- ~~✓ Resubmission of PMUS 1001 already accepted in core~~

- ✓ FYS Syllabi:

- i. ANTH 1111
-All in Favor
- ii. ARTS 1111
-All in Favor
- iii. BIOL 1111 (sections 001 & 002)
-All in Favor
- iv. CHEM 1111
-Approved with reservations ;-)
- v. CMMU 1111
-All in Favor

- vi. ENGL 1111
-All in Favor
- vii. ETST 1111
All in Favor-
- viii. GEOG 1111
-All in favor
- ix. MGMT 1111-001
-All in Favor
- x. MGMT 1111-002
-All in Favor
- xi. MGMT 1111-003
-All in Favor
- xii. PHYS 1111
-All in Favor
- xiii. TED 1111
-All in Favor

Housekeeping

Core Course Syllabi Assessment (lunch provided)

Thursday May 29th, 2008 11:30am – 1pm LSC 300

CCOC Minutes

Wednesday October 22, 2008
12:00-1:30pm
Lawrence Street Center (LSC) Suite 300

ATTENDING: Ann Martin, John Lanning, Sam Welch, Martina Juarez-Lopez, Melissa Furness, and Ann Rutherford

NOT ATTENDING: Cliff Young, Judith Coe, Robert Metcalf

DISCUSSION ITEMS:

1. CCOC Membership in CLAS and Engineering – possible recruits
2. GT Courses will be identified on transcripts – information from Martina
3. SIS → Campus Solutions within next two years
4. Syllabus Review for all GT courses – work through associate deans
 - a. Syllabus plus first exam for FYS courses approved for core – work through Ken Bettenhausen
5. Pilot program for assessing general education – unknown impact of Board of Regents requirement for Fall 2009 national testing?
6. Budding CAM interest in creating CORE courses

OFFICAL ACTIONS:

None taken at this meeting.

FOLLOW-UP RESPONSIBILITIES:

1. Next meeting November 12, 2008 12-1:30 pm LSC 300
2. Ann M:
 - a. Invite Kenny Wolf to meeting
 - b. Request FYS course syllabi from Ken Bettenhausen (John to provide list of Associate Deans)
3. John: Provide list of Associate Deans to Ann M