

Minutes of Core Curriculum Committee Meeting  
December 3, 2012  
WHTC 125  
1:30 p.m.

Members Present: F. Bernat, C. Bruni, R. Goonatilake, C. Hickey, M. Kidd, B. Leyendecker, K. Lindberg, J. Lira, P. Madlock, W. Manger, M. Menaldo, T. Mitchell, D. Mott, P. Niemeyer, P. Roberson, B. Sanchez, D. Scaggs, M. Trevino, C. Waters.

Members Absent: R. Bachnak, M. Broncano, P. Camacho, C. Ferguson, V. Martinez, R. Wright.

**Approval of minutes.** Dr. Lira requested that the committee review the minutes and asked for a motion to approve. Mary Treviño moved and Mark Menaldo seconded the motion. Approved as submitted.

**Course requests for inclusion in the 2014 Core Curriculum**

**PSCI 2305/2306**

Dr. Menaldo presented the curriculum and assessment plan for the two courses. The two courses will be focusing on the four required foundational objectives: Communication, Critical Thinking, Personal and Social Responsibility. He indicated that the content would be the same but that the content delivery would be up to faculty and that assessment would not be done for all courses since sections would be chosen randomly. He further indicated that the class sections would be done on a two year rotation, so faculty would have their classes assessed every other year.

Assignment: The proposed essay topic was designed to address all the competencies at one time.

Sample question: *What roles do and should citizens play in American national government? Do you believe that the national system of government is a fair one? Why or Why not?*

Dr. Menaldo stated that the question requires no predetermined knowledge and can be used effectively as both a pre and post test with critical thinking embedded in the question.

After his presentation, a number of questions arose concerning how personal and social responsibility evidence would be elicited. Committee members determined that the student learning outcomes were not clearly listed and needed to be the same for all sections of the course in order to ensure that instruction in these areas would be taught across the board.

Some discussion followed regarding academic freedom. While Dr. Menaldo indicated that faculty should be given leeway as part of academic freedom, several committee members clarified that faculty did have the freedom to determine how they would teach the content related to the learning outcomes, but that the learning outcomes needed to be the same for all sections.

Dr. Waters recommended that the student learning outcomes and assessment plan for personal responsibility, in particular, needed to be further developed. Dr. Menaldo indicated that ethical dilemmas would be part of course discussion, but that faculty would be free to address this topic as they chose. That was not an issue. What needed to be documented was a common learning outcome

related to personal responsibility and a common assignment that would produce samples (evidence) that this learning outcome had been addressed/achieved. Dr. Waters recommended case studies that focus on ethical dilemmas, choices made, and consequences for behaviors lend themselves for written analytical responses that could be used as evidence of student learning.

Dr. Bernat asked if all areas of communication (oral, visual, and written) needed to be addressed. Dr. Lira responded that all three were required only for those courses in the Communication Foundational Component Area, i.e. ENGL 1301 and 1302 and the 3 SCH courses listed in the Component Area Option that have chosen Communication as the Foundational Component Area. She then indicated that the department would address the concerns raised regarding the proposed syllabi and assessment plan and they would resubmit at the next core curriculum meeting.

### **MATH 1314/1316**

Dr. Goonatilake reported that the five courses, Math 1314, 1316, 1324, 2413, and 2412, were designed to meet the three core objectives: Communication, Critical Thinking, Empirical and Quantitative

He proceeded to present the syllabi and assessment plan for Math 1314. Although eight course learning outcomes for the course had been developed, the items for the assessment plan were still under development. After some discussion, the committee determined that it would not approve the courses until it was clear what representative items would be used in the assessment plan. Dr. Goonatilake indicated that the department would continue to work on the course development for the proposed courses and present at the next core curriculum meeting.

### **Development of Rubrics:**

Dr. Lira explained the work that lay ahead regarding the development and adoption of university wide rubrics to be used to assess the foundational component areas and the core curriculum objectives. The committee and faculty members teaching the core courses will need to review those being considered from a variety of sources and revise as appropriate. The other option is to design our own. He indicated that several members of the committee would be attending the SACS conference and that more information regarding what Texas institutions are doing regarding the assessment plan for the course would be provided. Whatever information is learned will be shared at the next core curriculum meeting.

**Meeting was adjourned.**