

Core Curriculum Committee Meeting Minutes
March 29, 2013
WHTC 125

Members Present: Frances Bernat, Manuel Broncano, Carmen Bruni, Rohitha Goonatilake, Conchita Hickey, Michael Kidd, Bede Leyendecker, Kevin Lindberg, Juan Lira, Juan Carlos Lozano, Paul Madlock, Bill Manger, Veronica Martinez, Mark Menaldo, Paul Niemeyer, Deborah Scaggs, Mary Treviño.

Members Absent: Ray Bachnak, Pablo Camacho, Chris Ferguson, Tom Mitchell, Dan Mott, Philip Roberson, Bernice Sanchez, Richard Wright

Guests: Megan Smith, Brendan Townsend, Stephen Duffy, George Clarke

Approval of minutes

Juan Lira requested that the minutes for March 22, 2013 be read. Paul Niemeyer moved and Michael Kidd seconded a motion to accept the minutes. Motion passed.

Consideration of the following courses for inclusion in the 2014 TAMIU Core Curriculum

MUAP 1113 Applied Music Instruction and MUAP 1213 Applied Music Instruction

Brendan Townsend presented the plan to assess critical thinking, communication, teamwork, and social responsibility in MUAP 1113 and MUAP 1213. Bede Leyendecker moved and Carol Waters seconded a motion to approve the plans. Motion passed.

ENGL 2307 Introduction to Creative Writing and SPAN 2307 Introduction to Creative Writing

Manuel Broncano presented the assessment plans for ENGL 2307 and SPAN 2307. The two courses will address the core curriculum objectives of communication, critical thinking, and teamwork. **(Did these courses also assess social responsibility? It is required.)** Some discussion followed regarding the proposed student learning outcomes. The Core Curriculum Committee (CCC) recommended revisions and these were incorporated and approved by committee. Dr. Broncano indicated that the student learning outcomes and assignments would be common to both courses.

Deborah Scaggs moved and Paul Niemeyer seconded a motion to endorse the assessment plans for ENGL 2307 and SPAN 2307 as revised and that this information be shared with the course instructors for revision and final submission. Motion passed.

ECO 1301 Survey of Economics and ECO 2302 Principles of Microeconomics

George Clarke presented the assessment plans for ECO 1301 and ECO 2302 for inclusion in the Social and Behavioral Sciences foundational component area that addresses communication, critical thinking, empirical and qualitative skills, and social responsibility.

Dr. Clark reviewed the student learning outcomes for ECO 1301. The CCC recommended that only the student learning outcomes to be assessed be included in the Request Form. Revisions were incorporated into the document, as needed. Michael Kidd moved and Manuel Broncano seconded a motion to endorse the assessment plan for ECO 1301 with the recommended revisions. Motion passed.

The CCC made similar recommendations for ECO 2302. Student learning outcomes were modified to reflect the required assessments. Conchita Hickey moved and Deborah Scaggs seconded a motion to approve the assessment plan for ECO 2302 as modified. Motion passed.

LEDR 2301 Foundations of Leadership

Paul Madlock presented the assessment plan for LEDR 2301. After some discussion, the CCC recommended some revisions, particularly as these pertained to empirical and quantitative skills assessment. After Dr. Madlock made these modifications, Carmen Bruni moved and Carol Waters seconded a motion to approve the assessment plan as revised. Motion passed.

COMM 1315 Public Speaking

Jose Lozano presented the assessment plan for COMM 1315 as part of the Component Area Option. The course will address communication, critical thinking, and teamwork. The CCC recommended revisions to student learning outcomes and assignment descriptions. Following the incorporation of these changes, Mary Treviño moved and Michael Kidd seconded a motion to endorse this plan. Motion passed.

ENGL 2311 Technical Communication

Deborah Scaggs presented the newly retitled and revised ENGL 2311 Technical Communication course, a part of the Component Area Option that will be designated as a Writing Intensive Course. After some revisions to the student learning outcomes and assignment descriptions, Carol Waters moved and Conchita Hickey seconded a motion to endorse the assessment plan for this course.

New Business

Core curriculum Assessment Rubrics:

Juan Lira reported that by the April 5, 2013 CCC meeting, the committee will need to review the Core Curriculum Objectives' assessment rubrics, which serve as direct means for assessing students' performance, and define a possible benchmark to gauge students' performance. He also mentioned that the CCC will need to formulate a rationale for the benchmark grounded in relevant research and/or evidence provided by faculty with expertise in assessment and the areas comprising the core curriculum objectives. Dr. Lira also reported that he had obtained this information after contacting colleagues at other institutions who have completed the new core curriculum development process.

Important Deadlines:

Dr. Lira reported on the following:

- April 22, 2013: 2014 Core Curriculum report due to Dr. Pablo Arenaz, Provost, for review. Modifications will be made, as needed.
- May 1, 2013: Core Curriculum report due to Dr. James Hallmark, TAMUS Vice Chancellor for Academic Affairs, for review. Modifications will be made, if needed.
- July 2013: TAMUS Board of Regents will review the core curriculum reports for TAMIU and the other TAMUS institutions. Upon receiving TAMUS approval, the TAMIU core curriculum report will be forwarded to the Texas Higher Education Coordinating Board (CB).
- September 2013: TAMIU's 2014 Core Curriculum report is due to the CB for review. Modifications will be made, if needed.
- Once approval is obtained from the CB, TAMIU will be able to pilot the new core curriculum assessment plan during 2013-2014 and collaborate with other institutions in this process to facilitate mutual growth.

Assessment of Undergraduate Students at end of Core Curriculum and their Degrees

Dr. Lira stated that the performance scale used to construct the core curriculum assessment rubrics has been designed along a five-point continuum -- i.e., Deficient, *Beginning*, *Competent*, *Accomplished*, and *Exemplary*. This framework is intended to help us assess our undergraduate students after completing the core curriculum and towards the end of their respective degree programs. Both of these assessment milestones are required to meet the accreditation standards established by the Commission on Colleges – Southern Association of Colleges and Schools.

Mary Treviño reported that there is a close alignment between the new core curriculum objectives and Undergraduate Learning Principles, which TAMIU has adopted to help us structure and deliver our undergraduate programs. A brief discussion followed regarding how the rubrics could be used to assess students shortly before completing their degrees. Everyone agreed that this process will need further and careful consideration.

With no further business to conduct, Paul Niemeyer moved and Deborah Scaggs seconded a motion to adjourn the meeting. Motion passed.