Agenda
Core Curriculum Oversight Committee
Friday, November 13, 2020
10:30am-12:00pm

Zoom: https://ucdenver.zoom.us/j/91071858310?pwd=UC9vN2liRTZKeTVtejREZWcyYzh0QT09

Attendance: Ruben Anguiano, Megan Backstrom, Sondra Bland, Joann Brennan, Summer Cao, Michelle Carpenter, Bassem Hasan, Nimol Hen, Antwan Jefferson (Chair), Nicole Leonhard, Annie Miller, Sandra Quinn, Kim Regier, Kodi Saylor, Kari Shafenberg, Marlene Smith, Lindsey Tollefson, Gregory Walker

Not Present: Alana Jones

Guest Presenter: Kenny Wolf

Opening and Minutes

Welcome

Review and Vote re: minutes from 10.9.20

(we did not make time for review and approval of 10/9/20 meeting minutes)

Updates

1. HLC report and the CCOC - Kenny Wolf
   - 9 different groups to assess learning outcomes.
   - Past 5 years, recruited leaders in all of the core areas
   - Core area leaders recruited volunteer instructors
   - Data collection process received reports on multiple outcomes, courses, students over each semester for the past 5 years.
   - Would have preferred a much broader/widespread process. Getting a larger view of the outcomes
   - Provides general overview of process of accreditation
   - Update on progress for CCOC's role: Kenny would like to come back after accreditation – how can we have a systematic data collection process, include more people?
   - 9 Core Areas being the general core curriculum. There are national projects in this area. Many colleges/universities have this design. Could be a time to think about cross-cutting design and changing what we know right now.
   - Accreditation occurring in Spring 2021
   - CCOC Member: Humanities are not in the schedule. Kenny: it is further down the list, as we move to the future.
   - Reexamine/re-envision core areas of curriculum
     - Examples of other schools doing these things. ACTION: Kenny will send information on the national projects
   - CCOC Member: Specific examples of the cross-cutting.
   - Things happening in general education – reports found ETS sample profile, Freshman performed at an average level and Seniors performed higher than average. Civics test was also administered.
     - ACTION: Kenny can send this report

New Business/Action Items

1. Core Course submission: SOCY 1500 – From Killer Apps to Killer Bots: Technology and Social Change
   1. Competency Area: Social Sciences
   2. Core List Overview:

Social Sciences courses in SOCY:
- a. SOCY 1001 – Understanding the Social World
- b. SOCY 2462 – Introduction to Social Psychology
- o Reading cover application form should be helpful when considering how questions are answered. The Chair has reviewed the proposal and has thoughts. Turns it over to CCOC for review and dialogue surrounding whether or not to move forward on course with syllabus the way that it is.
- o CCOC Member: Is there a limit of how many core courses there can be? (Yes, Chair had addressed) At what point do we consider the Core being watered down with all the courses listed as Core competencies? Chair responds: conscientiously review core courses as they are proposed and ensure they have solid learning outcomes. No further insight at this time.
- o CCOC Member: worked with Core for about 25 years. At first, there were a set number of Core courses but it was not inclusive. Over time, more courses were added which reflects a more inclusive nature
- o CCOC Member: A ton of flexibility for transfer students, concern of the equity for native students to UCD. Could make it more difficult for those native students
- o Review:
  - ▪ CCOC Member: was confused as he first started reading it, what area it pertains to. Looked differently regarding learning outcomes, not being listed like other traditional syllabi. Not clear on the learning outcomes as they directly related to the competency.
  - ▪ Chair: Bottleneck that we experience, CCOC LO's – gtPathway LO's – area of expertise/professional LO's. Searching for some clarity with help of IAVC.
  - ▪ IAVC: Can confirm that the LO's in syllabi DOES need to reflect gtPaathways LO's, and they can reside anywhere within the syllabus. Cross-walk of CCOC and gt Learning Outcomes so that the two become one as to not overwhelm students.
  - ▪ December break could be good time to make headway in this area
  - ▪ Course information – first question on form
  - ▪ CCOC Member: liked the class, well thought out, liked it
  - ▪ CCOC Member: liked detail of assignments, rubric of assignment
  - ▪ CCOC Member: clarification of writing, expectation
  - ▪ CCOC Member: question of writing piece (#6) – how much are we attached to percent value given in the syllabus to reflect skills learned/taught. Where our intervention threshold is. Really liked it, overall.
    - • Chair: not specifically concerned with percentage values but how it is distributed across the course. We want to know students are developing or know how to improve their writing, and knowledge of how assignments are weighted. If a course grade/percentage seems worrisome then it should be addressed.
  - ▪ Motion to approve, seconded. Everyone approves course to be added to the Core.
    - • ACTION: Add course to the Core List

Other Items
1. P+/P/F Policy

- o What's CCOC perspective on this? Some schools/colleges/departments prohibit P/P+ this option. Competency areas dictate this: Math & (Composition?) need a C- in order to take a P+. This does fall to CCOC policy
- o Clarification on edited policy
  - Chair: did not edit policy yet. Unaware of prerogative of unit regardless of Provost's office decision to let students make decision.
- o Previous p/f grade structure. Moving to online, anything above D average a pass. Degree plan audit rejects anything below C- being as P+ is read as a C- to meet that requirement. This is only applicable to undergrad for Fall, unlike Spring and Summer where it applied to graduate students as well. Modified grading is limited and is a case by case/student by student basis. There was an October deadline for this. Punitive F grade. Regardless of whether a student failed a course in Spring or Summer but took a P/P+ there would not be an F punitive grade impacting GPA negatively.
- o Grading is the purview of the faculty. The course has to be taken with a grade. At the degree level is where they determine whether a course does/does not require a grade within the plan. Vet, review, consider.
- o CCOC Policy – a student cannot take a course P/F. Make plan for Spring 2021. Limits of 6 credits on courses students taking P/F in a semester for a total 16 credits P/F total in their degree plan. Considerations need to be in place as we look to Spring with where we've been in Fall.
- o Factor in CCOC policies/considerations
- o Policy/rule – only 2 competency areas, nothing regarding knowledge areas.
- o Courses taken as modified grading vs. P/F grading do not apply toward the 16 credits TOTAL within a degree program
- o If the majority agrees, we suspend rules and apply something else until in-person teaching (accommodation)
- o Significant implications based on policy and how it impacts each school and college. Make adjustments or not based on system policy
- o What are other universities doing? Boulder/UCCS/AMC have all adopted P/F grading, but not on EVERY course. Degree requirements do not allow/accommodate that. UCD P+/P/NP/F was more student friendly than Boulder and UCCS
- o Happening nationwide, some variation of modified grading. Historically have not accepted P/F grade on a course for transfer students, however, if they could prove the other university adopted a similar structure as the modified (P+ = C-) grading then we would accept transfer student. If this is the future, for now, how do we (UCD) create a compassionate grading structure for students? Summer 2021 is not even in discussion at this time.
- o CDHE had to be factored in. Align to the system. What is the national approach and consensus?
- o Does the decision around P+ Math and English core just affected for Fall or does it carryover to Spring. What are the implications for students, changing things midstream for them? Is there an approval for using this in Spring?
- o How are students being notified about this? Communication may not be happening like it could/should be. Unaware of the No Pass/Fail.
- o Keep in mind degree requirements as they determine whether or not a student can bring in a P+/P/F/NP. Calc I, II, III needs to have a grade because it is in the curriculum for Engineering.

- o No intent to make this a blanket adjustment.
- o How is this policy equitable?
- o Are students aware of the options and difference?
- o Do we need to vote on P+/P/F/NP? Chair: We will consider this in the future, possibly voting on it in December.
- o Concern about what this looks like vs the reality. Looks like good GPA but not representative. What does this look like when they go to apply to Grad school?
- o Any information/updates received in Advising, it is disseminated immediately and meetings are held as well. Check how this affects your department/divisions/areas
    - ▪ Faculty advisors are not on student advisor listserv
    - ▪ ACTION: Get Nimol list of faculty advisors
- o How are these things been communicated? This conversation has been enlightening and insightful and helping us think how we move forward.
- o Chair: plan on coming back to this conversation in December. We may know then if a vote needs to occur
- o ACTION: Add this conversation to agenda for December.
- o Chair: if you have questions, comments, concerns – email IAVC, Chair, CCOC support so it can be added to agenda

2. Core Course Review – Behavioral Sciences
    - • Chair requests reviews be submitted next week (20th)
    - • ACTION: Find CDHE Learning Outcomes
    - • ACTION: Attendance policy
    - • Chair welcomes members to reach out if they have questions on how to fill out the reviews.
3. 2020-21 CCOC Chair (prefer to ID by December meeting)
4. Fall 2020 remaining meeting dates
    - a. December 11, 2020 (10:30am-12pm)
    - b. Scheduling Spring 2021 meeting dates