



Core Curriculum Oversight Committee

Date: Friday, May 8th, 2020

Time: 10:30 a.m. – 12:00 p.m.

Meeting Location: Zoom

Attendance: Ruben Anguiano, Sondra Bland, Joann Brennan, Summer Cao, Bassem Hassan, **Antwan Jefferson (chair)**, Craig Lanning, Taisto Makela, Christine Martell, Sandra Quinn, Kim Regier, Omar Roubi, Kodi Saylor, Gregory Walker, Michelle Carpenter, Kari Shafenberg, Nimol Hen, Alana Jones, Zixia Cao, Joann Brennan, Samantha Rovno (recorder).

Not Present:

18 total

Agenda and Minutes

1. Opening and Minutes
 - Introductions of members present, and overview by Antwan Jefferson, chair, for new members of the CCOC and recent personnel changes.
 - Would like to spend time catching up on unreviewed tasks.
 - Minutes for April 10th meetings were approved.

2. HIST 1381
 - Underwent a title change
 - Will also go through the UCC
 - Learning description and syllabus are still consistent and have not changed.
 - HIST 1381 request to change title from “Paths to the Present” to “The Histories of Now”

Action: Antwan approved for 2021 Fall semester

3. ARAB 1000
 - Core Course Proposal – Antwan has received a new syllabus that fulfills the revisions from the April meeting.

Action: Antwan approved for 2021 Fall semester

4. Photography Course for the Lens, Cultural Diversity Core
 - Article 9 takes issue with the ‘junior’ status prerequisite; students should instead be encouraged to be a junior rather than having it as a prerequisite

- As a cultural diversity course, it must be upper level, and calls for an exception in Article 9 (in place for cultural diversity level)
- Why is it that cultural diversity core is upper division?
- Otherwise, the syllabus was considered finished by other members
- Language regarding current standing as a junior must be removed
- Vote to strike sentence in the syllabus

Action: The language regarding current standing as a junior must be removed from the syllabus.

5. Scheduling date for fall CCOC Meetings
 - Maintaining second Friday of the month 10:30-12, starting in September
 - First meeting will be September 11th
6. Antwan has been chair for 2 years:
 - Proposes that he continues as chair for one more year to support transition, but could potentially give up role in September/October
 - Ruben was suggested as a replacement place but is leaving for sabbatical next year
 - Would like to continue having Sandra and Kari on the committee to fill in for Mary's departure
 - Nicole Leonhard has been added to the meeting to speak for the registrar processes
 - Is there a vice or assistant chair? Antwan is not sure if that would be considered helpful
 - We plan to identify an incoming chair to be involved in the 2021 spring semester

Action: An incoming chair will be found in the 2021 spring semester, until then, Antwan will continue to act as chair.

7. GT (Guaranteed Transfer) Pathways:

Jeff is leading the charge on a process for the Colorado Dept of Higher Education. CU Denver receives a lot more transfer students than it sends out; all of our CORE courses should count for GT Pathways Program (which has a set of learning outcomes). CU Denver faculty have created sets of learning outcomes specific to instruction, assessment, and student framework. Last year, the competing nature of 3 or 4 separate learning outcomes that must appear in learning outcomes has led to an insignificance of LO due to the increasing amount.

 - If a course counts for core, it must meet CU Denver LO
 - If a course counts for GT pathways, is held to a separate set of LO that the state would like to have written word for word in syllabi
 - Concerns are that if this is state mandated, are we required to include those LO?

- Have we done any sort of mock up for what a syllabus with the GT and CCOC LO's listed together? Is it meeting the ultimate objective? Recommendation to draft up a mock-up with perhaps a hyperlink to the GT pathway outcomes and elicit student feedback.
- Faculty council will not like that their LO will be trumped by GT LO. Is there overlap between current syllabi LO and GT LO; could there be a meeting to see if replacing the current LO with GT LO if they are similar enough
- Is the state considering the best learning outcomes? Motion to combine all necessary outcomes since 3 or 4 separate lists will be useless to students
- If the state insists on including GT pathways? Perhaps reduce our LOs or place GT pathways LO at the end, and link to CCOC Los
- The GT pathway LO are created by faculty across the state. CU Denver standards were much higher than state level pathways. Issue from faculty for lowering standards.
- Certain faculty are combining course and CCOC LO, if we add GT pathways, that will be three or even four sets of LO.
- Because the core LO for the CCOC were approved by the faculty council, state requires that they are listed word-for-word; if GT pathways LO become CCOC LO, will require the vote of the faculty senate
- Point is that we have a chance to share patterns of concern, Antwan would like to have this figured out by the Fall. Joann is structurally working through the offices and recognizes that this is a high priority and ensure structure for the CCOC.
- Joann wonders if CCOC outcomes the syllabi has the GT outcomes and faculty add one or two of their own LO
- Is the state going to allow any of this?
- Will this trend continue where the state has a larger hand in the classroom?

Action: Joann will bring these ideas and concerns forward to the GE Council in discussion of GT Pathways.

8. Upper and Lower Level Distinction

- Some courses are designated as lower level, and some courses are designated as upper level, when we are reviewing core course proposals. Where is this a 4000/3000 level distinction? Antwan would like to make a list of distinctions to guide faculty.
- What sort of support or guidance should we give to faculty proposing courses to help them decide whether the rigor is appropriate for the course level?
- Upper and lower courses need to be defined. Task could be kicked to another committee but tackling this at CU Denver would be preferable.
- Know that if students are taking ENGL 1020 that are req for advanced courses; there is a sequence that gives students a foundation to build on. We also offer writing center, academic center, that should be clear in introductory courses.

- Concerns for underserved students, as it is our duty to make sure that our students graduate with decent writing and critical thinking skills to empower students. Students feel intimidated by writing coming out of high school.
- Upper division courses:
 - would like to have an emphasis on theoretical applications and methodological aspects,
 - would like to see critical thinking in writing, and more emphasis on the sophistication of writing (through guidance and execution), depth and quality as opposed to length of writing.
 - Higher order thinking skills are evident in writing assignments since students are adding their own thoughts to the LO
 - Expectation for critical evaluation of readings should be much higher in upper level courses
 - Is there concern that imposing standards for upper division will violate the CORE course values in that it will be beyond lower level students

Action: Antwan would like to make a list of distinctions to guide faculty from the suggestions above.

9. Cultural Diversity Transfer Credits

Students are able to transfer credits to CU Denver under many circumstances but not all. We require students to take cultural diversity course that is upper level preferably here.

- If student has taken a lower division course for cultural diversity, can count for other credit but not for the cultural diversity requirement.
- We have courses in our database that was deemed as equivalent by faculty but are currently not applying because they were lower level. If they are deemed equivalent should we consider that in the satisfaction of the requirement?
- If there has been work to determine equivalency, why should that not apply? Some areas have ignored the upper division requirements and students cultural diversity requirement has been waived. If these students were to retake the course they would not earn credit since they have already taken the course.
- Cultural diversity courses serve as a platform for our diverse student body and teachers serve as mentors for especially underserved communities. These courses serve other roles than just a course. Certain students would not understand the multicultural community here without these courses.
- Is there a reason that we want to keep the cultural diversity courses upper division?
- What should the next step be?
- Regarding international perspectives, if a course is an equivalent, why would we obstruct that as a committee?
- Is this a barrier to sophomore students that want to study abroad if they are upper-division?

- We must be able to justify upper-division if it is an upper requirement.

Action: Joann and Antwan will meet to discuss the upper-lower division requirement

10. Quantitative Literacy Course

There will be a focused 20 minutes during the September 11th meeting to discuss the Qualitative Literacy course designed to help undergrad students understand mathematics. This course was not approved because it was not offered by the math department.

Action: Antwan asks that the committee keep this course in mind and discuss the topic with peers.

11. CORE Requirements for Second Bachelors Degree

Students who have a BA in the last 10 years can have their CORE requirements waived, however, this information is not listed in the course catalog or website.

- How can this be better communicated? Kari shows concerns that there is no way to transfer all credits, must be currently cherry-picked.

Action: Kari will organize a conversation with transfer administrative to resolve this issue.