

Core Curriculum Committee Meeting

Notes

September 28, 2006

Present: C. Jenkins, K. Jarrell, M. Chaffin, C. Cantrell, J. Hoffman, S. Ntafos, M. Wilson, M. Coleman, L. Salter, E. Elliott, D. Buhrmester
Guest: R. Nelsen

Current Core List and Course Inventory Form

Tracking will be from ADUs to M. Coleman to K. Jarrell.
Any changes for Spring need to be done NOW before the schedule comes out.

J. Hoffman – Has a list of courses to remove from the current core curriculum list (see handout). It includes STAT 3360. Discussion followed regarding the removal of STAT 3332. M. Chaffin stated that there seemed to be no reason to keep it in the core due to the prerequisites required. Due to the fact that some majors only require one math class, it is needed by students to complete the 6 hours of core math requirement. Therefore STAT 3332 will stay in the core.

Courses to be out of the core, effective Spring 2007: Biology Workshops (BIOL 2111 and BIOL 2112). It is recommended that these are removed from the core and the course will become a 4 credit hour course, since they are not graded separately. It was noted that students shouldn't need those single (1) hour credits to put toward their 9 hours of science core – as by the time they take the course, they will have had Chemistry (and the course itself will be 4 hours.)

BIOL 3318 will be revisited regarding core status.

Anatomy and Physiology classes have prerequisites, so there is no need for them to be in the core.

The last time Gemstones will be offered (ever) is Spring 2007.

Age of Dinosaurs will be reduced to a 2000 level course and a NATS class.

Water Resources of the Southwest is gone so it needs to be removed from the core.

ISXX courses can all be 2000 level courses

Evolution courses will be dropped down

NSC 3361 may drop down to the 2000 level

L. Salter asked if any ISNS courses could remain upper level. J. Hoffman asked if it was necessary. L. Salter stated that the students in Teacher Certification need to use these as upper level courses (as they need a broad base of upper-level science course) and they need the hours to make their 51 upper division hours required for their degree.

It was reiterated that it is part of UTDs history to have these upper-level numbers for courses with no prerequisites.

J. Hoffman suggested that we can keep them on the core, but change the 4s to 3s. Other courses reflect the same circumstances (such as PSY 3364, NSC 3361).

M. Coleman stated that these are artifacts of a time when UTD, as a service to community college students who have not completed their general education requirements, but who have run out of courses to take, can use them to satisfy their degree requirements.

M. Wilson stated that LIT 3308 and AHST 3317 should be removed from the core as soon as possible.

S. Ntafos stated that CS 4399 and ALL EE courses (4380, 4381, 4382, and 4383) need to be removed from the core. ONLY ECS 3390 should remain as it is the upper-level core writing requirement for ECS majors.

E. Elliot will propose that ECO 4346 and ECO 4382 be removed. He will let K. Jarrell know by the end of the week of 10/2 and will use the new Course Inventory Sheet.

D. Buhrmester stated that whether or not a course is considered core or not needs to be a decision made by the Core Curriculum Committee. The Course Inventory Form needs to have an approval line for the CCC (Approved Yes____ or No____)

The form will now be routed to the Director of Undergraduate Advising to archive.

M. Chaffin wants BA3361 off of the core, but will talk to the instructors of the course to get their approval.

Chemistry Courses with [v]s in the course number (such as CHEM 4v91, etc.)

J. Hoffman stated that the chemistry department would like to use the NATS writing course as the upper-division requirement for the core writing requirement instead of the [v] courses.

The will then drop the free elective requirement from 18 hours to 15 hours.

The American Chemical Society has a 6 hour requirement for research. Students need variable options for hours in the lab each semester.

R. Nelsen was in support of this idea. The coordinating board has asked us to have all degrees be at 120 hours.

If the Council for Undergraduate Education decides it is an acceptable format then it will be sent to CEP.

J. Hoffman stated that it can't be decided upon until he finds out if it can be staffed.

D. Buhrmester stated that PSY 1390 (Journey of Life) and PSY 3338 (Abnormal Psychology) should be removed from the core.

Every change in course status will be documented in a Course Inventory Form(with an approval line added for the CCC)

R. Nelsen has a list he pulled from SIS with the following classes listed as core:

BIOL 3v91

GEOS 4v09

CHEM 4v91

K. Jarrell will check on these. She believes they are on the list at the SECTION level, not in the general list. She is confident that her list is correct.

J. Hoffman stated that if labs are graded separately from the lecture, they must each have their own syllabus and SACS assessment. If they are combined, they do not need anything separate.

Labs have a single learning objective

It was asked that if there are many sections of a lab, but only two different instructors, if individual assessments need to be done for each?

R. Nelsen stated that SACS wants an assessment by class, not by instructor. It was agreed that we can have the same assessment plan for each section, and the results reported in aggregate or by section (data will be available for both).

D. Buhrmester stated that the rule was that the same instructor would have the same assessment plan and one report can be filed that is aggregate over all sections.

R. Nelsen suggested committee members look at the UT-Arlington SACS site, as it is live now for a short period of time.

Assessment Issues (D. Buhrmester)

Question: Is our strategy reasonable?

M. Coleman stated that assessments were done for 2001 – 2003 as mandated by the UT system. The Rhetoric and Math evaluation were rigorous and they resulted in a SACS-like closing-the-loop format.

The 3rd year CLA (Collegiate Learning Assessment) was discussed as a potential for use. M. Coleman explained the format: it is a value added test, partialing out SAT scores and looking at residuals. The correlation is in the 9s therefore it is hard to see much difference from Freshman year to Senior year. We do not receive the raw scores, only means and standard deviations of the groups. The problem is the ceiling effects for this assessment.

It is possible that next year, we could do a longitudinal cohort analysis.

R. Nelsen suggested looking at UTEPs site, principle 2.5. It shows all of their assessments including the CLA.

D. Buhrmester asked if we could use it as an external anchor for what we're doing.

M. Coleman stated that grades from very far back show that we don't have grade inflation.

D. Buhrmester suggested looking at UTAs SACS info.

We need to demonstrate that we have a coherent core curriculum that meets the mission of the university. We have the summer assessments in now, and we will need to sample from Fall 2006 (we can't do 400 assessments.)

A form will be filled out for each course, narrative feedback will be provided to instructors from the CCC. The committee can do some tallies such as how many are acceptable, how many are lacking, etc.

L. Salter suggested the committee find samples of good, mediocre, and poor assessments to use as models for people to follow.

R. Nelsen said they can be found on the SACS site.