

Mason Core Meeting

Thursday, April 4, 2024, from 1:30-3:30pm via Zoom

In Attendance: Keith Renshaw (Associate Provost, Mason Core Co-Chair), Laura Poms (Mason Core Director), Deb Stroiney (Mason Core Co-Chair), Jason Kinser, Jamie Clark, Samaine Lockwood, Liz White, Matt Cronin, Lauren Cattaneo, Shun Ye, Abena Aidoo Hewton, Chris Lee (ex officio), Griffin Crouch (student rep), Tricia Wilson (recording secretary)

Guests: Liz Bartles, Eunkyong Park,

Welcome

Announcements

- Meeting management
- Reminder for Task Force Reports
- Faculty Senate elections
- End of the year celebration

Proposals

| Category | Title | Notes |
|-----------------|---|---|
| Global Contexts | RELI 312: Islam | The committee felt this proposal was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |
| Global Contexts | RELI 240: Death and the Afterlife in Religion | Across the outcomes, the course assignments seem to observe intercultural variations and influences, but the global interdependence aspects are not clearly identified. In particular, the assignment for LO1 should more clearly |

| | | |
|-----------------|---|---|
| | | <p>relate to issues of interdependence and/or inequality in response to global connections.</p> <p>Vote: Rollback with encouragement to resubmit</p> |
| Just Societies | RELI 240: Death and the Afterlife in Religion | <p>The committee felt this proposal was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. The course is approved as Just Societies, pending approval of an Exploration category.</p> <p>Vote: Approve as is, pending Global Contexts approval</p> |
| IT&C | COMM 320: Business and Professional Communication | <p>Question whether the assignments adequately reflect the learning outcomes. For example, the assignment for LO1 doesn't seem to support a thorough understanding of privacy concerns. LO4 is also not being met by the proposed assignment, as it doesn't seem to allow for students to understand the algorithmic process. Is there additional course support for the idea of algorithms such that students are exposed to the concept in general before the assignment? A notation on the syllabus to that effect would be very useful.</p> <p>Vote: Rollback with encouragement to resubmit</p> |
| Global Contexts | GOVT 132: Introduction to International Politics | <p>The committee would like to see more emphasis placed on the aspect of understanding one's own positionality within LO3, which is slightly different from the perspective-taking called for in the exam questions. To ensure the exam questions cover this aspect of LO3, the prompt should incorporate how the student's own background, experiences, perspectives, etc. might impact their response to that scenario, which would better align with the outcome, even if they are asked to take on a particular position. Additionally, the midterm exams only require students to answer three of the provided prompts, which is potentially problematic as it is possible that not all students will respond to the questions that map to the outcomes.</p> <p>Vote: Rollback with encouragement to resubmit</p> |
| Global Contexts | GOVT 133: Introduction to Comparative Politics | <p>There was some discussion on how well the provided assignment met learning outcome 3, but ultimately the committee voted to approve. The</p> |

| | | |
|-----------------|---|--|
| | | <p>rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p>Vote: Approve as is</p> |
| Global Contexts | HIST 308: Nineteenth-Century Europe | <p>Outcomes need to be individually flagged on syllabus. Some discussion about how well positionality was supported for learning outcome 3, but ultimately the course was approved as effectively meeting the category's expectations. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p>Vote: Approve as is</p> |
| Just Societies | HIST 308: Nineteenth-Century Europe | <p>The committee felt this proposal was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p>Vote: Approve as is</p> |
| Just Societies | CONF 101: Conflict and Our World | <p>The committee appreciated the explanation of how the assignment was developed but they need more information regarding how the assignment explicitly meets the learning outcomes, particularly for JS LO 1 a and b. For LO2, the assignment instructions should more explicitly require students to spell out the obstacles to justice in Liberia that their team identified as well as what strategies they recommended, which would better align with the learning outcome. The outcomes also need to be included on the syllabus.</p> <p>Vote: Rollback with encouragement to resubmit</p> |
| Global Contexts | CONF 340: Global Conflict Analysis and Resolution | <p>The syllabus did not include the category outcomes. The committee would also like to see more emphasis placed on the aspect of understanding one's own positionality within LO3. It's unclear based on the proposal worksheet whether students will be able to meet that part of the learning outcome through the assignments mentioned. Please also highlight the specific questions within the midterms that connect to the appropriate learning outcomes or include them directly on the proposal worksheet. Additional discussion on the assignment with LO3 as it mentioned group work, which can be problematic for assessment.</p> |

| | | |
|-----------------|--|--|
| | | Vote: Rollback with encouragement to resubmit |
| SBS | INTS 434: Research for Social Change | The committee felt this proposal reflected the recommendations from the previous submission. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |
| Global Contexts | RELI 368: Islam, Democracy, and Human Rights | The committee felt this proposal was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |
| Just Societies | RELI 368: Islam, Democracy, and Human Rights | The committee felt this proposal was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |
| Literature | HIST 403: Revolutionary Era in American History, 1763-1812 | The essay used to assess Literature LO 5 does not appear to include an evaluation of one's own argument. This should be included to align with the learning outcome. Vote: Rollback with encouragement to resubmit |
| Just Societies | HIST 403: Revolutionary Era in American History, 1763-1812 | For Just Societies, the committee discussed some potential issues with the structure of the class debate used to support learning outcomes 1a and b. Additionally, it's not clear how students will be asked to respond in a way that effectively illustrates students had "meaningful engagement" for assessment purposes. This could be potentially resolved by adding in a prompt specific to how the conversation impacted their understanding of the previously defined key terms and related obstacles. There was also some confusion by the direction to "see syllabus" for the short response essays for LO2. It is easier for the committee to assess whether the assignment meets the learning outcome if the specific instructions and prompt are provided. Vote: Rollback with encouragement to resubmit |
| Global Contexts | INTS 390: International Internship | The committee felt this proposal was a strong fit for the category. Although there was some discussion on the course mapping, the committee |

| | | |
|-----------------|---|---|
| | | acknowledged that as a study abroad opportunity, the course fits the intention of the category well. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |
| Global Contexts | RELI 322: Religions of Africa | The committee felt this proposal was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |
| Global Contexts | BUS 200: Global Environment of Business | The committee felt this proposal reflected the recommendations from the previous submission. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. Vote: Approve as is |

Due to time constraints, the following courses were not discussed. These will be at the top of the agenda for April 25th's Mason Core committee meeting.

| | |
|-----------------|--|
| Literature | CONF 250: Narratives of Conflict |
| Global Contexts | HIST 306: The Reformation |
| Just Societies | BUS 100: Business and Society |
| Just Societies | MUSI 107: Jazz and Blues in America |
| IT&C | MUSI 358: Music Programming |
| Global Contexts | EDSE 204: Disability in Global Contexts |
| Arts | FAVS 110: Beyond Screens: Digital Creation |
| Global Contexts | FAVS 300: Global Horror Film |