**Mason Core Meeting 02/12/18**

**1:00-2:30pm Merten 1202**

**Attendance:** Cheryl Druehl co-chair, Bethany Usher, co-chair, Melissa Broeckleman-Post, communications liaison, Dominique Banville, Chris DiTeresi, Stephanie Foster, Jason Kinser, Tamara Maddox, Shelley Reid, Mara Schoeny, K Shires

**Announcements:**

* Welcome to Dr. Christopher DiTeresi, Director of Undergraduate Programs, Assistant Professor, Philosophy. Dr. DiTeresi will be standing in for Garry Sparks this semester.
* Faculty Senate- Feedback: Would like category called IT and Computing. Faculty Senate members will go to their own departments to discuss and come back to vote on it officially next meeting.

**Agenda:**

* Assessment results & Syllabi review for assessment (Stephanie Foster)

-Review of the Qualtrics sample review survey for the syllabi review

-What should we do for those that do not meet the learning outcomes? Give 6 months to revise and resubmit? There are multiple sections of some of these courses so that could create another layer of complexity.

-Suggestion to move the second set of questions to the top (so it reads like a syllabus does, top to bottom). Melissa edited survey during meeting to capture requests of committee

-March 19 will be a norming session but some feedback can be taken into consideration (maybe a rubric) beforehand.

-Feedback would go to the department chairs (survey feedback after completed)

-Individual-level course issues should be addressed by the department chair

-Concerns about how this could intersect with academic freedom

-Reiteration that these courses will be reviewed on current learning outcomes (even Global)

-**Feedback on the three responses for our own internal purposes**:

-approve section as-is for continued inclusion of the Mason Core

-request small revisions to keep this section in the Mason Core

-Too little information is provided in the syllabus and assignment. The syllabus and assignments do not demonstrate that they meet the requirements for this Mason Core category.

-(add) The syllabus and assignments do not meet the requirements for this Mason Core category. Significant revision and resubmission is needed if this program wants this course to remain the Mason Core.

-Norming session will be March 19 during the meeting. Each committee member will review 20 sections, results will be provided to committee on April 16.

* Mason Core Assessment WC/WH and GU workshops results discussion (handouts given)

**Proposals:**

1. **Course to review:**

| Category | Title |  |
| --- | --- | --- |
| Capstone | [LING 480: First Language Acquisition](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/10063/index.html&step=tcadiff) | <https://gmuchss.qualtrics.com/jfe/form/SV_00cd3D2F4NiZRdj> |

**Comments**:

* Seems to be an introductory class how can this be a capstone course? Terminology indicated that this seems to be a capstone (become familiar with).
* The course does meet the bullet points listed on the website. There is an argument that you have to know how to do all of the other linguistic things to complete some of the assignments, but besides that there were very few clear argument. Lecture and schedule doesn’t really explain how they are helping students pull previous knowledge into course. Can we ask to make it more explicit in the syllabus? (besides the “building off of previous linguistics experience”)
* The capstone should have a “Capstone-ness” to it so that students can tell it’s not just one more research paper. It should demonstrate how it is the culmination of the work in that major. Application of what they have learned to this sub-area at the very least. Take into consideration that the Linguistics concentration is part of the English major, and so it has a “smaller” sequence than other major programs. Essentially, someone could take this course having only taken one other Linguistics course, therefore an “introduction” may sound more appropriate.

**Conclusion:**

* There is not enough information to determine that this is a culminating element of an undergraduate education, helping students develop a more comprehensive and integrative understanding of their area of study. More information on the research project could be helpful. Samples would be helpful.–Need to email vote: (4) votes yes and (1) abstention. (3) votes from email indicate there is not enough information to pass this course as-is and (1) approval. Action: **Rollback with guidance**.

Note: Discussion was had regarding adding a bullet point to the last one on the website to include “demonstrate the culminating nature of this course” and this will be voted on next meeting. Do we need to make it a separate bullet? Its already in the description? Add to bullet four “emphasis on experiential/applied/integrative skills that demonstrate the culminating nature of this course”

Everyone should think about the language for this and we can address it at the next meeting.