

## Mason Core Meeting

Thursday, February 15, 2024, from 1:30-3:30pm via Zoom

**In Attendance:** Laura Poms (Mason Core Director), Keith Renshaw (Associate Provost, Mason Core Co-Chair), Deb Stroiney (Mason Core Co-Chair), Courtney Wooten, Jamie Clark, Jason Kinser, Lauren Cattaneo, Liz White, Samaine Lockwood, Shun Ye, Matt Cronin, Shora Moteabbed, Ana Stoehr, Thomas Polk (ex-officio), Shelley Reid (ex-officio), Gina Polychronopoulos (ex-officio), Tricia Wilson (recording secretary)

**Guests:** Liz Bartles, Bobbi Nelson

### Welcome

### Announcements

- Meeting management
- Member updates

### Proposals

Category	Title	Notes
Global Contexts	<a href="#">RELI 211: Introduction to Religions of the "West"</a>	The committee felt this course was a natural fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve as is</b>
Just Societies	<a href="#">RELI 211: Introduction to Religions of the "West"</a>	The committee felt this course was a natural fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve as is</b>
Global Contexts	<a href="#">FOLK 100: Global Folklore</a>	This course was met with enthusiasm, but there are some issues with how the learning outcomes are described and matched within the syllabus. For LO3, there is a missing connection to analyzing solutions to global problems.  <b>Vote: Rollback with revisions</b>
Global Contexts	<a href="#">HIST 364: Revolution in Latin America</a>	The committee felt this course was a natural fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve as is</b>
Just Societies	<a href="#">HIST 364: Revolution in Latin America</a>	The committee would like to see a more direct connection to social justice in the course. For example, the final paper doesn't seem to address clearly enough the social justice issues brought up in JS LO1a&b. It seems likely it can be integrated into the assignment, and perhaps that is the intention, but as written the assignment description does not seem to match to JS LO2.

		<b>Vote: Rollback with revisions</b>
Literature	<a href="#">HIST 381: Remembering Histories of Violence: Narrative Engagements with Difficult Pasts</a>	<p>Overall the committee is supportive of this course and sees strong connections made for learning outcomes 2 and 4. Learning outcome 5, however, could be better addressed. It's clear that students are evaluating a critical argument presented in the reading, but it's less clear whether students will be able to evaluate an argument in their own writing</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">HIST 381: Remembering Histories of Violence: Narrative Engagements with Difficult Pasts</a>	<p>The course seems to clearly match the intentions of the category, but the assignments could better connect with the learning outcomes. For learning outcome 1b, the assignment needs to be more focused on engagement with peers; similarly, the assignment for LO2 should be more clearly connected to the specific JS issues within the course.</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">HIST 384: Global History of Christianity</a>	<p>The course was met with enthusiasm, but the prompts provided in the syllabus do not clearly indicate that students will be expected to analyze global patterns, as required for LO1. The committee would prefer to see additional details provided in the prompts that will ensure students approach that assignment in a way that better complies with the outcomes.</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">HIST 384: Global History of Christianity</a>	<p>The course clearly integrates the social justice components, but a few refinements are needed. Just Societies LO1b is not clearly met, as the prompt is missing a focus on "engaged meaningfully with peers", as stated in the LO. As written, the assignment is almost there, but there should be additional parameters given to direct students toward reflecting on their engagement. As for LO2, the aspect of the prompt dealing with articulating the obstacles and strategies for addressing those obstacles is missing.</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">INTS 336: Poverty, Wealth and Inequality in the US</a>	<p>Positive feedback on the assignments and fit for the category overall; however, as written, there are some concerns on how the assignment work for assessment purposes. For example, it's not clear how LO1a or b will be met through the provided assignment. It's not obvious that students will be required to define key terms relating to justice, and there also doesn't seem to be an aspect of the assignment focused on that meaningful engagement piece of the learning outcome.</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">RELI 240: Death and the Afterlife in Religion</a>	<p>Although it seems the course might be a good fit for the category, the committee would like to see more information on the assignments so as to better understand how students will be set up to meet learning outcomes.</p>

		<b>Vote: Rollback with revisions</b>
Just Societies	<a href="#">RELI 240: Death and the Afterlife in Religion</a>	<p>Although it seems the course might be a good fit for the category, the committee would like to see more information on the assignments so as to better understand how students will be set up to meet learning outcomes.</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">RELI 313: Hinduism</a>	<p>Although it seems the course might be a good fit for the category, the committee would like to see more information on the assignments so as to better understand how students will be set up to meet learning outcomes.</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">RELI 313: Hinduism</a>	<p>Although it seems the course might be a good fit for the category, the committee would like to see more information on the assignments so as to better understand how students will be set up to meet learning outcomes.</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">COMM 305: Foundations of Intercultural Communication</a>	<p>The committee would like to see more information to justify why this course fits into these new categories, without the historical connection to Global Understanding. Additionally, there seems to be some disconnect between the new learning outcomes and the assignments.</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">COMM 305: Foundations of Intercultural Communication</a>	<p>The committee would like to see more information to justify why this course fits into these new categories, without the historical connection to Global Understanding. Additionally, there is no include course schedule, the inclusion of which might help ground the assignments provided within the course context and better illustrate their relevance</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">INTS 416: Refugee and Internal Displacement</a>	<p>The course seems to fit with the category's goals, but clarifications are needed to support how the assignment match to the learning outcomes. The assignment for LO1, for example, seems to connect more to LO3. Additionally, the assignment for LO2 is a group assignment. Group work poses a challenge for assessment as it does not necessarily lead to individual student artifacts needed for assessment. Revisions would either need to clarify how individual work within the project is evaluated or provide a different assignment to support that learning outcome.</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">SPAN 212: Intermediate Spanish II: Local and Global Contexts</a>	<p>The committee felt this course was a natural fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p><b>Vote: Approve as is</b></p>

Global Contexts	<a href="#">ARAB 385: Migrating Voices in Arabic Literature</a>	<p>In general, the committee needs to see the assignment prompts provided either in the syllabus or as attachments, as that helps to clarify whether students will be required to consider each aspect of the category's learning outcomes. For example, it's unclear based on what's provided in the assignment map whether students will be required to consider how interdependence/inequality are related in LO1. Additionally, the assignment for LO3 is a group presentation. Group work poses a challenge for assessment as it does not necessarily lead to individual student artifacts needed for assessment. Revisions would either need to clarify how individual work within the project is evaluated or provide a different assignment to support that learning outcome.</p> <p><b>Vote: Rollback with revisions</b></p>
Global Contexts	<a href="#">INTS 315: Spirituality and Conflict Transformation</a>	<p>Ultimately, the committee felt this course does not align with the intention of the new Global Contexts category. As a result, the committee voted to rollback without encouragement to resubmit. Dr. Poms is available to meet with the faculty member(s) as needed.</p> <p><b>Vote: Rollback without encouragement to resubmit</b></p>
Global Contexts	<a href="#">BUS 200: Global Environment of Business</a>	<p>In general, the committee needs to see the assignment prompts provided either in the syllabus or as attachments, as that helps to clarify whether students will be required to consider each aspect of the category's learning outcomes. For example, the assignment for LO3 does not seem to incorporate positionality.</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">BUS 100: Business and Society</a>	<p>In general, the committee needs to see the assignment prompts provided either in the syllabus or as attachments, as that helps to clarify whether students will be required to consider each aspect of the category's learning outcomes. Additionally, the assignment for LO1b is a group project. Group work poses a challenge for assessment as it does not necessarily lead to individual student artifacts needed for assessment. Revisions would either need to clarify how individual work within the project is evaluated or provide a different assignment to support that learning outcome.</p> <p><b>Vote: Rollback with revisions</b></p>
Just Societies	<a href="#">INTS 319: Contemporary Youth Studies</a>	<p>The committee felt this course reflected the recommendations from the previous submission. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p><b>Vote: Approve as is</b></p>
Writing Intensive	<a href="#">GOVT 492: Computing Ethics, Law and Policy Seminar</a>	<p>The committee felt this course reflected the recommendations from the previous submission. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p><b>Vote: Approve as is</b></p>

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

SBS	<a href="#"><u>RMGT 210: Recreation and Leisure in Life</u></a>
Just Societies	<a href="#"><u>RMGT 210: Recreation and Leisure in Life</u></a>
Arts	<a href="#"><u>THR 115: Staging Activism</u></a>
Just Societies	<a href="#"><u>THR 115: Staging Activism</u></a>
Global Contexts	<a href="#"><u>TOUR 210: Global Understanding through Travel and Tourism</u></a>
SBS	<a href="#"><u>EDSE 230: Introduction to Autism Spectrum Disorders</u></a>
Just Societies	<a href="#"><u>EDSE 230: Introduction to Autism Spectrum Disorders</u></a>
Mason Apex	<a href="#"><u>ARTH 494: The Museum</u></a>
Just Societies	<a href="#"><u>HIST 316: History of Modern Architecture</u></a>
Global Contexts	<a href="#"><u>HIST 379: History of the Climate Crisis</u></a>
Just Societies	<a href="#"><u>HIST 379: History of the Climate Crisis</u></a>
Global Contexts	<a href="#"><u>HIST 376: Cold War America</u></a>
Just Societies	<a href="#"><u>HIST 376: Cold War America</u></a>
Natural Science Lab	<a href="#"><u>ANTH 136: Introduction to Biological Anthropology Lab</u></a>
Global Contexts	<a href="#"><u>ANTH 382: Urban Anthropology</u></a>
Global Contexts	<a href="#"><u>HIST 329: Modern Russia and the Soviet Union</u></a>
Just Societies	<a href="#"><u>HIST 329: Modern Russia and the Soviet Union</u></a>
Literature	<a href="#"><u>CONF 250: Narratives of Conflict</u></a>
Global Contexts	<a href="#"><u>FAVS 300: Global Horror Film</u></a>
Global Contexts	<a href="#"><u>CRIM 308: Human Rights and Justice</u></a>
Just Societies	<a href="#"><u>CRIM 308: Human Rights and Justice</u></a>
Just Societies	<a href="#"><u>WMST 208: Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</u></a>
Literature	<a href="#"><u>ARAB 365: Black and Minority Cultures in Arabic Literature</u></a>
Just Societies	<a href="#"><u>ARAB 365: Black and Minority Cultures in Arabic Literature</u></a>
Global Contexts	<a href="#"><u>HIST 378: History of Aviation</u></a>
Just Societies	<a href="#"><u>HIST 378: History of Aviation</u></a>

**The following represents the meeting minutes for the Mason Core February 15 Spillover meeting held on February 29, 2024:**

**Mason Core February 15 Spillover Meeting**

Thursday, February 29, 2024, from 1:30-3:30pm via Zoom

**In Attendance:** Keith Renshaw (A, Co-Chair), Deb Stroiney (Co-Chair), Laura Poms (Mason Core Director), Jason Kinser, Courtney Wooten, Shora Moteabbed, Jamie Clark, Liz White, Lauren Cattaneo, Matt Cronin, Abena Aidoo Hewton, Griffin Crouch (student representative), Shelley Reid (Ex Officio), Tricia Wilson (recording secretary)

**Guests:** Liz Bartles

**Welcome**

**Announcements**

- Meeting management
- BOV Update
  - Keith Renshaw provided an update following the Board of Visitors meeting on February 22.

**Proposals**

Category	Title	Notes
SBS	<a href="#">RMGT 210: Recreation and Leisure in Life</a>	<p>The committee was enthusiastic about this course, but the justification should be stronger for how this course meets the SBS outcomes. For LO1, the assignment is missing a clear connection to contextual factors. Additionally, the assignment for LO3 is not meeting the outcome as it doesn't seem to include analysis of significant human issues.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Just Societies	<a href="#">RMGT 210: Recreation and Leisure in Life</a>	<p>Positive feedback on the assignments used to map to outcome, but there are some concerns as to how they will effectively meet the outcomes. Regarding the advocacy video assignment, clarification is needed on how the assignment will ensure the topic is related to social justice issues. Additionally, it's unclear whether the assignment is individual or group work, which will impact assessment.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Arts	<a href="#">THR 115: Staging Activism</a>	<p>The committee felt the rationale for this category was lacking proper justification. More details are needed within the assignment map as well to fully show that the provided assignments meet the learning outcomes. For example, the assignment for LO4 seems to be missing an analysis component. Additionally, the assignment provided is a group project, which presents an issue with assessability. Additional details are needed within the course management plan.</p>

		<b>Vote: Rollback with encouragement to resubmit</b>
Just Societies	<a href="#">THR 115: Staging Activism</a>	Overall the course fits very well to JS, but there were some issues with the course management plan that will be addressed in the Arts revision.  <b>Vote: Approve, pending approval of Arts category</b>
Global Contexts	<a href="#">TOUR 210: Global Understanding through Travel and Tourism</a>	The committee felt this course was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve</b>
SBS	<a href="#">EDSE 230: Introduction to Autism Spectrum Disorders</a>	Course is strong, but the syllabus should clearly include the Mason Core learning outcomes. This can be done by including a parenthetical label, i.e. (Mason Core, SBS LO1).  <b>Vote: Approve, pending administrative review</b>
Just Societies	<a href="#">EDSE 230: Introduction to Autism Spectrum Disorders</a>	The Just Societies outcomes are not on the syllabus. The provided assignments are creative and seem to work for learning outcomes 1a and 2, but they don't seem to lead to an assessable artifact that would work for LO1b. Additionally, the assignments provided are completed in groups/pairs. Group work poses a challenge for assessment as it does not necessarily lead to individual student artifacts needed for assessment.  <b>Vote: Rollback with encouragement to resubmit</b>
Mason Apex	<a href="#">ARTH 494: The Museum</a>	The committee felt this course was adapted to the new Mason Apex category well. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve</b>
Just Societies	<a href="#">HIST 316: History of Modern Architecture</a>	The committee felt this course was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. (Cross-listed to ARTH 315)  <b>Vote: Approve</b>
Just Societies	<a href="#">ARTH 315: Modern Architecture</a>	The committee felt this course was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. (Cross-listed to HIST 316)  <b>Vote: Approve</b>
Global Contexts	<a href="#">HIST 379: History of the Climate Crisis</a>	Seems like a natural fit for the category, but more information is needed clarify. The assignment map is lacking clear details on how specific assignments will lead to assessable student artifacts.

		<b>Vote: Rollback with encouragement to resubmit</b>
Just Societies	<a href="#">HIST 379: History of the Climate Crisis</a>	Seems like a natural fit for the category, but more information is needed clarify. The assignment map is lacking clear details on how specific assignments will lead to assessable student artifacts.  <b>Vote: Rollback with encouragement to resubmit</b>
SBS	<a href="#">HIST 376: Cold War America</a>	The committee is enthusiastic about this course, but the proposal worksheets for both SBS and JS are missing important details to support how the assignments will clearly map to the outcomes. For example, the committee recommends focusing on one specific assignment for each outcome and including details explaining how it relates to that particular outcome. For example, for LO3, the committee would like to see more attention placed on social and behavioral sciences theories within the assignment prompt and explanation.  <b>Vote: Rollback with encouragement to resubmit</b>
Just Societies	<a href="#">HIST 376: Cold War America</a>	As for the Just Societies proposal, in addition to the request for more details, there is some concern on how well the included assignments connect with the overall idea of JS. Additionally, class participation is problematic for assessing JS LO1b as it doesn't necessarily lead to an individual student artifact. More information would be needed to justify how you might ensure there will be an assessable artifact from class discussion (i.e. a written reflection post-discussion).  <b>Vote: Rollback with encouragement to resubmit</b>
Natural Science Lab	<a href="#">ANTH 136: Introduction to Biological Anthropology Lab</a>	The committee felt this course was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve</b>
Global Contexts	<a href="#">ANTH 382: Urban Anthropology</a>	The committee felt this course was a strong fit for the category. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.  <b>Vote: Approve</b>
Global Contexts	<a href="#">HIST 329: Modern Russia and the Soviet Union</a>	This course was met with enthusiasm, but the committee would like to see a stronger connection made between the course content and the Global Contexts category. The assignments themselves are well developed, but the connections to GC LO1 and LO3 in particular are not explicitly stated. For example, the essay prompt for LO1 hits on inequality but seems to be missing the requirement to "identify and



		<p>examine how patterns of global connections across nations and/or cultures have shaped societies to create interdependence”. For LO3, the positionality piece is present, but it’s not clear if students are being asked to also “analyze solutions to global problems.”</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Just Societies	<a href="#">HIST 329: Modern Russia and the Soviet Union</a>	<p>The committee felt this course was a natural fit for the Just Societies flag and thought the connection was clear within the course to social justice issues.</p> <p><b>Vote: Approve</b></p>
Literature	<a href="#">CONF 250: Narratives of Conflict</a>	<p>While met with enthusiasm, the committee felt that the connections between this course and the category’s learning outcomes could be stronger. For example, LO 2 should have a broader focus on the language employed within each work studied, in addition to devices like plot and symbol. For LO3, more focus on how students will analyze how those devices contribute to the overall meaning of the text is needed. For LO4, as presented, the assignment does not incorporate a focus on historical or cultural contexts, as required for the LO.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Global Contexts	<a href="#">FAVS 300: Global Horror Film</a>	<p>The committee was enthusiastic about this course, but there is no mention of positionality in the assignment for LO3. This will need to be included in the assignment to ensure that outcome is fully met.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Global Contexts	<a href="#">CRIM 308: Human Rights and Justice</a>	<p>The committee is supportive of this course, but the proposal lacks a focus on patterns of inequalities and global connections. For example, the Framework Assignment Parameters document has been revised to ensure that a global topic will be selected but does not address the outcome elements of how one specific nation or culture is affected by global contexts (LO2) or how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality (LO1).</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Just Societies	<a href="#">CRIM 308: Human Rights and Justice</a>	<p>As for Just Societies, there are continued issues around assessability, specifically with LO1b, which does not seem to have been sufficiently revised. If the course will always use a discussion board assignment – that is appropriate and documentable for assessment. If only doing discussion board in some iterations, we need evidence that there’s another assessable assignment to fill its place.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>

Just Societies	<a href="#">WMST 208: Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</a>	<p>The committee felt this course reflected the recommendations from the previous submission. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p><b>Vote: Approve</b></p>
Literature	<a href="#">ARAB 365: Black and Minority Cultures in Arabic Literature</a>	<p>The committee felt this course was revised very well to better justify and reflect the literature category and learning outcomes. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p><b>Vote: Approve</b></p>
Just Societies	<a href="#">ARAB 365: Black and Minority Cultures in Arabic Literature</a>	<p>More details are needed on the assignment map for the committee to adequately review this course. The assignment map seems incomplete, as there are limited details provided for how students will demonstrate that they've met the outcomes and what assignments are being used.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Global Contexts	<a href="#">HIST 378: History of Aviation</a>	<p>The committee was impressed by the obvious and impressive improvements from the previous submission, but there are still some areas that require more clarity. The learning outcomes still seem not to be met clearly through the assignments provided. For Global Contexts, more connections between the course and the learning outcomes are needed.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>
Just Societies	<a href="#">HIST 378: History of Aviation</a>	<p>The committee presented a continued issue with whether the assignments connect directly to the learning outcomes. The committee suggested providing more detailed prompts to ensure students are engaging with course concepts. Additionally, while you're clearly providing the opportunity for meaningful engagement with peers, it's unclear whether the prompt for the reflection papers will adequately require students to focus on the key terms from LO1a in their reflections to meet LO1b.</p> <p><b>Vote: Rollback with encouragement to resubmit</b></p>