

Mason Core Meeting

Thursday, March 21, 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), Matt Cronin, Courtney Adams Wooten, Ana Stoehr, Shora Moteabbed, Lauren Cattaneo, Jason Kinser, Liz White, Shun Ye, Griffin Couch (Student Representative), Shelley Reid (ex-officio), Tom Polk (ex-officio)

Guests: Bobbi Nelson, Liz Bartles, Kristen Wright, Eunkyong Park, Chris Lee

Welcome

Announcements

- Meeting management

Proposals

Category	Title	Notes
SBS	GOVT 150: Introduction to Technology Policy	<p>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.</p> <p>Vote: Approve as is</p>
Just Societies	GOVT 150: Introduction to Technology Policy	<p>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.</p> <p>Vote: Approve as is</p>

Arts	FAVS 260: Video Editing for Film	<p>The committee was supportive regarding this course as an Arts course, but there are revisions needed. In the rationale, the committee would like to see more in that section addressing how this course adds value to Mason Core. In the assignment map, it's important to focus on how student work will be assessed based on the Mason Core outcomes, not how you might determine a grade. The assignment for LO1 seems to match the outcome well, but there are some needed clarifications for the assignments used in LO2 and LO5.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Global Contexts	INYO 105: U.S. American Cultures	<p>The committee was supportive regarding this course as a Global Contexts and Just Societies course, but there are revisions needed. LO3 should be more focused on a global issue. For example, while you've hit positionality in the letter-to-self assignment, the outcome asks students to use their positionality to analyze solutions to global problems. As provided, the assignment does not seem to address that second part of the outcome.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Just Societies	INYO 105: U.S. American Cultures	<p>The committee was supportive regarding this course as a Global Contexts and Just Societies course, but there are revisions needed. LO1b needs to be more directly addressed. To meet the outcomes, there should be clearer evidence that students meaningfully engaged with their peers for assessment. Additionally, it's not clear if the assignment for LO2 adequately addresses that outcome. More information is needed as to what obstacles or strategies are being analyzed in the assignment.</p> <p>Vote: Rollback with encouragement to resubmit</p>

Global Contexts	SYST 202: Engineering Systems in a Complex World	<p>The committee was supportive regarding this course as a Global Contexts and Just Societies course, but there are revisions needed. LO3 should explicitly focus on how students' unique positionalities impact their response to a global problem. The current question for this outcome focuses on comparing and contrasting several different health care systems, drawing on other systems to address American health care equity issues, but does not require students to consider how their own positionality and related experiences impacts their responses to this. This is a key aspect of the learning outcome and would need to be explicitly addressed. Additional concerns about the assessment portion of the worksheet.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Just Societies	SYST 202: Engineering Systems in a Complex World	<p>The committee was supportive regarding this course as a Global Contexts and Just Societies course, but there are revisions needed. LO1a seems to be met, but LO1b needs to be more directly addressed. To meet the outcomes, there should be clearer evidence that students meaningfully engaged with their peers for assessment. What would indicate to you that they had meaningfully engaged on the discussion boards? Additionally, more detail is needed regarding how the SLO2 assignment requires students to articulate obstacles to equity and justice.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Global Contexts	NEUR 355: Cross-Cultural Studies in Scientific Inquiry	<p>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.</p> <p>Vote: Approve as is</p>
Global Contexts	GGs 317: Geography of China	<p>The committee felt this proposal was a strong fit for the category. The rationale was clear, and</p>

		<p>the assignments were assessable and mapped thoughtfully to the learning outcomes.</p> <p>Vote: Approve as is</p>
Global Contexts	GGG 101: Major World Regions	<p>The committee was supportive regarding this course as a Global Contexts course, but there are revisions needed. The committee commented that this is a strong proposal and learning outcomes 2 and 3 are clearly being met. However, the assignment for LO1 should be revised to more clearly match the outcome. It's clear students are identifying patterns, but it's less clear if they're required to then explain how those patterns have shaped interdependence and inequality.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Just Societies	GGG 102: Physical Geography	<p>The committee was supportive regarding this course as a Just Societies course, but there are revisions needed. Your assignment for LO1b is strongly developed, but the scaffolding from 1a of defining those terms is missing. For example, your assignment for LO1a does not clearly require students to define social justice terms, such as justice and inequity, which are then used in the discussion for LO1b. The committee needs to see how you will have students define those terms for LO1a. Additionally, it's unclear whether the assignment for LO2 will be submitted and assessed as group or individual work. Group work poses a challenge for assessment as it does not necessarily lead to individual student artifacts needed for assessment, and revisions would be required to ensure there is an individual student artifact.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Just Societies	GGG 301: Political Geography	<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>

		Vote: Approve as is
Global Contexts	HIST 261: Survey of African History	<p>The committee was supportive regarding this course as a Global Contexts course, but there are revisions needed. The syllabus should clearly indicate which learning outcomes are connected to Mason Core outcomes. This can be done by including a parenthetical label, i.e. (Mason Core, GC LO1). As for the learning outcomes specifically, more clarification is needed for how the assignment for LO3 will meet that outcome. Positionality is strongly incorporated, and it seems like the problem is clear (misperceptions of Africa and African history), but it's less clear how students are expected to use their positionality to analyze solutions to that problem.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Global Contexts	HIST 262: Survey of African History	<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	HIST 271: Survey of Latin American History	<p>The committee was supportive regarding this course as a Just Societies course, but there are revisions needed. While the primary source assignment seems like it could meet the outcomes provided, there isn't enough provided in the proposal that supports that. For example, for LO1a, the committee doesn't see where in the assignment students are tasked with defining key terms related to social justice. Additionally, for LO1b, while discussion is clearly happening (and it looks like it will be a great discussion!), it's not clear how students will be asked to respond in a way that effectively illustrates students had "meaningful engagement" for assessment.</p> <p>Vote: Rollback with encouragement to resubmit</p>
Global Contexts	HIST 384: Global History of Christianity	<p>The committee felt this proposal reflected the recommendations from the previous</p>

		<p>submission. 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 384: Global History of Christianity	<p>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.</p> <p>Vote: Approve as is</p>
Global Contexts	RELI 384: Global History of Christianity	<p>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.</p> <p>Vote: Approve as is</p>
Just Societies	RELI 384: Global History of Christianity	<p>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.</p> <p>Vote: Approve as is</p>
Mason Apex	PSYC 492: RS: Psychology Honors III	<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	ENGH 206: Literature in the Creation of Just Societies	<p>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.</p>

		Vote: Approve as is
Just Societies	ENGH 315: Folklore and Folklife	<p>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.</p> <p>Vote: Approve as is</p>
Global Contexts	RELI 100: The Human Religious Experience	<p>The committee was supportive regarding this course as a Global Contexts and Just Societies course. The revisions for Global Contexts reflected the recommendations from the previous submission. The rationale was clear, and the assignments were assessable and mapped thoughtfully to the learning outcomes. However, the committee noted that exam questions will be used for Global Contexts learning outcome 2, but no sample questions were provided, as is requested on the worksheet.</p> <p>Vote: Approve pending administrative review of exam questions</p>
Just Societies	RELI 100: The Human Religious Experience	<p>The committee was supportive regarding this course as a Global Contexts and Just Societies course. The revisions for LO1b's assignment and description effectively support the learning outcome. However, the committee noticed the assignment for LO2 is still missing a main goal of the outcome. We see there is an added reflection, which does help to get students thinking about the concepts for this outcome more, but ultimately the outcome expects students to be the ones to articulate obstacles to justice and equity and how to address them. As written, the assignment provides that answer to students, and therefore they're not given the opportunity articulate the obstacles on their own, to meet that outcome fully.</p>

		Vote: Rollback with encouragement to resubmit
Just Societies	RELI 212: Introduction to Religions of Asia	<p>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.</p> <p>Vote: Approved as is</p>
Global Contexts	RELI 310: Judaism	<p>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.</p> <p>Vote: Approve as is</p>
Just Societies	RELI 310: Judaism	<p>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.</p> <p>Vote: Approve as is</p>
Global Contexts	RELI 313: Hinduism	<p>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.</p> <p>Vote: Approve as is</p>
Just Societies	RELI 313: Hinduism	<p>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.</p>

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Due to time constraints, the following courses were not discussed. These will be at the top of the agenda for April 4th's Mason Core committee meeting.

Global Contexts	<u>RELI 312: Islam</u>
Global Contexts	<u>RELI 240: Death and the Afterlife in Religion</u>
Just Societies	<u>RELI 240: Death and the Afterlife in Religion</u>
IT&C	<u>COMM 320: Business and Professional Communication</u>
Global Contexts	<u>GOVT 132: Introduction to International Politics</u>
Global Contexts	<u>GOVT 133: Introduction to Comparative Politics</u>
Global Contexts	<u>HIST 308: Nineteenth-Century Europe</u>
Just Societies	<u>HIST 308: Nineteenth-Century Europe</u>
Just Societies	<u>CONF 101: Conflict and Our World</u>
Global Contexts	<u>CONF 340: Global Conflict Analysis and Resolution</u>