**Mason Core Meeting**

October 10, 2019 JC Room C

**Attendance:**

Stephanie Foster, Tom Polk, Maddie Portnoy, Bethany Usher, Chris DiTeresi, Kammy Sanghera , Jason Kinser, Laura Poms, Mara Schoeny, Cheryl Druehl, Samaine Lockwood, Ali Weinstein, Ellen Rodgers, Krista Shires, Jane Hooper, Ben Steger

Melissa Broeckelman-Post,

**Assessment update**:

Stephanie Foster Shared a FAQs sheet on Mason Core Assessment’s schedule (2017-2020)

Mason Core Faculty are asked to:

1. participate in a 2-hour pre-assessment workshop at the beginning of the semester;
2. prepare a course portfolio comprising the syllabus, one assignment, and a 3-5 randomly selected student work samples;
3. participate in a one-hour post-assessment meeting during the following semester that will focus on results of the assessment, and use of results to promote improvement.

We are nearing the end of the assessment process. We are working on IT and Computing and Quantitative Reasoning and the Natural Sciences. Faculty development is also part of the assessment process. Stephanie has found useful software that helps them analyze data from scantron quantitative exams. Handouts with infographics were handed out to show results from the Social and Behavioral Sciences and Literature assessment. Handouts can be found on the Mason Core website under the Assessment tab.

**Mason Core Conversations Workshop:**

Faculty who attended the workshop shared their perspectives of the workshop which was held in different sessions during the ITL Conference. Discussion ensued and suggestions were made to improve future conversations about the Mason Core. It was mentioned that most participants had trouble with envisioning what changes might look like. Suggestions included having instructions on slides for participants, having committee members moderate, and setting ground rules/clarity of focus before the session starts.

**Proposals:**

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| **Category** | **Proposal** | **Comments/ Outcome** |
| CAP | [ECED 490: Internship in Early Childhood Education](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/3974/index.html&step=showfullrecord) | APPROVED |
| SBS | [EDSE 203: Disability in American Culture](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/16348/index.html&step=showfullrecord) |  Rollback with revisions |
| GU | [EDSE 204: Disability in a Global Society](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/16242/index.html&step=showfullrecord) |  Rollback with revisions |
| CAP | [EDSE 481: Internship: Professional Services](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/16370/index.html&step=showfullrecord) | APPROVED |
| CAP | [EDSE 482: Internship: General](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/16366/index.html&step=showfullrecord) | APPROVED |
| CAP | [EDSE 483: Internship: Adapted (Severe Disabilities)](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/16371/index.html&step=showfullrecord) | APPROVED |
| CAP | [EDSE 484: Internship: Blindness and Visual Impairments](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/16378/index.html&step=showfullrecord) | APPROVED |
| IT | [ELED 357: Integrating Technology in PreK-6](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/15733/index.html&step=showfullrecord) | Rollback with revisions  |
| NSL | [PHYS 170: Introductory and Modern Physics I](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/15893/index.html&step=showfullrecord) |  Rollback without encouragement |
| NSL | [PHYS 270: Introductory and Modern Physics II](https://workingcatalog.gmu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/15894/index.html&step=showfullrecord) |  Rollback without encouragement |

**Additional Comments:**

EDSE 204: proposal seems like it fits more with the SBS learning outcomes rather that GU. The syllabus has the wrong outcomes on it, please fix. It is unclear to the committee how the learning outcomes are met and will be measured. If there are areas that address more than one learning outcome, or learning outcomes are met by a series of assignments, the committee would like it to be more clear.

EDSE 203: proposal seems like it would not be relevant to students outside of teacher preparation. Education is germane to many subjects and these courses may be relevant to many students, not just education. However, other courses may still be relevant. Could use strengthening on theory (or at least more clearly articulated). Does not align closely with SBS outcomes as currently articulated. Needs clarification on how learning outcomes are met and measured.

ELED 357: Resubmitted. Still questions about algorithmic thinking learning outcome seemingly missing on assignment 5. There are still questions about privacy and ethics being discussed and being measured. Some of the Mason Core members do not feel that the course will ever be appropriate for the category.

PHYS 170: It does appear that changes have been made. The course materials are not showing how the learning outcomes are addressed (particularly learning outcome 3).

PHYS 270: It does appear that changes have been made. The course materials are not showing how the learning outcomes are addressed (particularly learning outcome 3).