

## **UEPC**

### **Minutes from meeting, January 5, 2011**

**Recorded by: Asbjorn Moseidjord**

**Reviewed by: David Gentry-Akin**

**Present:** Ken Brown, Steve Cortright, Catherine Davalos (partially), David Gentry-Akin (partially), Charles Hamaker, Christa Kell (partially), Asbjorn Moseidjord, and Linda Wobbe (partially).

**Absent with notice:** Norman Bedford, Sue Fallis, Kathy Porter and Cynthia Van Gilder.

The meeting started at 11:00AM and ended at 5:45PM.

#### **1. Reports.**

There were no requests for amendments to minutes from the December 6 meeting. The Committee requested that the chair writes to the International Programs Coordination Committee (IPCC) and reiterates the UEPC's interest in receiving proposals for study abroad programs that appeal to broad segments of the College student population, specifically majors in business management areas and science. It was also suggested that the IPCC contacts deans and department chairs for consultation about how this might be accomplished.

Steve Cortright then reported on UEPC-related Senate activity. He explained that the composition and charge of the Core Curriculum Committee (see second agenda item) is coming back to the UEPC such that the charge and composition of the CCC and the position description and duties of the director can be integrated and passed to the Senate as one package. He furthermore explained that this integrated package would be translated to Faculty Handbook language and reach the Senate as such.

#### **2. The Core Curriculum Committee:**

##### **2.A. Review of the CCIC proposal for "Position Description and Duties: Director of the Core Curriculum".**

The UEPC had received a proposal entitled *Director of Core Curriculum* (undated) from the CCIC – "the CCIC proposal".

The following amendments were proposed to the CCIC proposal:

Add the following expression to the first sentence in the first paragraph: ", and who serves at the pleasure of the Academic Senate."

Replace the second to the last sentence in the same paragraph with the following sentence: "Subsequent directors will be nominated by the Executive Committee of the Senate, the chair of the UEPC and the director of the CCC and confirmed by Senate majority vote."

Start the last sentence in the same paragraph with the expression: "Initially,".

Let the fifth item in the list read as: "5. Adjudicate student issues and petitions regarding the student's meeting of Core requirements."

Let the 12<sup>th</sup> item in the list read as: "12. Initiate periodic assessment of student learning in the SMC Core Curriculum Program and report on the results."

A motion to approve the CCIC proposal as amended was offered and seconded. The motion was approved with 7 in favor, 1 opposed and none abstaining.

In the discussion leading up the vote, concerns were raised about the lack of explicit qualification requirements for the director (e.g., experience with curriculum development). Questions were also raised about whether the course releases for the director would be adequate. Others believed that those nominating candidates for the position would be careful to state required qualifications in the position announcement. The point was also made that course releases for the director position is expected to be subject to periodic review and adjusted based on the work load experience.

## **2.B. Final UEPC review of the charge and membership of the CCC, including the position description and duties of the director of the Core Curriculum**

The members of the UEPC had received the document *ACT10-119corecurcom\_000* containing the charge and composition of the CCC as approved by the UEPC at the December 6 meeting, subsequently amended by the Senate and then remanded to the UEPC. The purpose of remanding it was to allow the UEPC to make the description of the director position and the charge and composition of the CCC consistent with each other.

A motion to approve, simultaneously, the position description of the CCC director contained in the CCIC proposal as amended and approved under agenda item 2.A. and the remanded composition and charge of the CCC as contained in *ACT10-119corecurcom\_000* was offered and seconded.

During the following discussion, one amendment was offered as follows:

Under section I, second full bullet point, first open bullet point, shorten the sentence to read:

"Subsequent directors will serve for 3-year terms."

The motion, as amended, was approved with 7 votes in favor, 1 opposed, and zero abstaining.

### **3. Learning outcomes and rationales for core curriculum learning goals.**

The Committee members had received from the CCIC proposals for learning outcomes, etc., for each learning goal contained in three documents: *CCIC Proposal to the UEPC – 10.20.10*; *CCIC Proposal to the UEPC – 11.20.10*; and *CCIC Proposal to the UEPC – 12.3.10*. These documents also contained rationales for the set of learning outcomes and other relevant information. The Senate charge to the UEPC is to review and recommend appropriate learning outcomes for each goal as well as the rationale for the set of outcomes.

These minutes report conditionally approved learning outcomes for ten of twelve learning goals. (The outcomes for the first two – Critical Thinking and Shared Inquiry – were conditionally approved at the November 1 meeting of the UEPC.) The term “conditionally approved” should be taken to mean that the UEPC reserves the right to amend the outcomes – as well as their rationale - before forwarding them as final recommendation to the Senate. Furthermore, it should be noted that some of the sets of outcomes were approved without a Committee quorum. Voting results are indicated below for each set of outcomes.

The Committee also reviewed the rationales for learning outcomes for all the 12 learning goals. The amendments made to those proposed by the CCIC were non-controversial – and therefore considered unanimous - and are not recorded here. The rationales will be recorded and distributed widely by the CCIC in the document *The.New.Core.Everything.pdf*. The UEPC will have the opportunity to review this document prior to the next meeting (January 24), at which time the UEPC will develop final recommendations regarding outcomes and rationales to the Senate.

Below are the ten sets of learning outcomes corresponding to ten learning goals with the UEPC vote as indicated:

#### **Habits of Mind**

1. *Critical Thinking* – See minutes from Nov. 1.
2. *Shared Inquiry* – See minutes from Nov. 1.

### 3. *Written and Oral Communication*

Learning Outcomes: Students will

1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction; and
2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format; and
3. Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question; and
4. Use the process of writing to enhance intellectual discovery and unravel complexities of thought.

Vote: 4 yes, 0 no, 0 abstain. No quorum.

### 4. *Information Evaluation and Research Practices*

Learning Outcomes: Students will

1. Develop search strategies and use library catalogs and databases to find relevant material; and
2. Evaluate the reliability of sources; and
3. Integrate evidence and employ appropriate citation; and
4. Understand the concept of intellectual property and practice academic honesty.

Vote: 4 yes, 0 no, 0 abstain. No quorum.

## **Pathways to Knowledge**

### 5. *Mathematical and Scientific Understanding*

Mathematics Learning Outcomes: Students will

1. Apply abstract and logical reasoning to identify patterns and solve mathematical problems; and
2. Communicate mathematical ideas and concepts accurately and clearly using mathematical symbols, language, and formulas.

Scientific Learning Outcomes: Students will

1. Demonstrate an understanding of scientific concepts, principles, and theories that explain the natural and physical world; and
2. Collect, analyze, and interpret empirical data gathered in a laboratory or field setting; and
3. Examine social or ethical issues that arise in the process of scientific inquiry or out of scientific or technological developments.

Vote: 4 yes, 0 no, 0 abstain. No quorum.

## 6. *Artistic Understanding*

### Learning Outcomes: Students will

1. Analyze and interpret the form and meaning of works of art by applying discipline-based critical vocabulary and theory to explore the work's significance within appropriate contexts (e.g., historical, cultural, aesthetic);

### In addition, students will

2. Participate actively in a creative process using practices and materials specific to an artistic medium in order to produce an object or event appropriate to the discipline.

Vote: 6 yes, 1 no, 1 abstain

## 7. *Theological Understanding*

### Christian Foundations Learning Outcomes: Students will

1. Demonstrate knowledge of major texts and themes of the Bible, including major theological and interpretive principles central to the Catholic tradition; and
2. Demonstrate an understanding of basic methods and tools used in scholarly interpretation of biblical texts; and
3. Demonstrate an ability to read biblical texts in light of relevant contextual factors (e.g., historical, cultural, literary, theological).

### Theological Explorations: Students will

1. Demonstrate an understanding of one or more aspects of Christian tradition and/or another religious tradition or traditions, acquired through focused study in a sub-field of theology or religious studies; and
2. Demonstrate an ability to explore religious questions from a believer's point of reference and from the critical perspective of the academy.

Vote: 4 yes, 0 no, 0 abstain. No quorum.

## 8. *Social, Historical, and Cultural Understanding*

### Learning Outcomes: Students will

1. Examine human activity in particular periods or places from a social, cultural or historical perspective; and
2. Demonstrate an understanding of theories of human behavior, relations, culture, or institutions; or interpretations of historical causation and change; and
3. Employ social science or historical methodology to collect and interpret evidence about the social world.

Vote: 5 yes, 0 no, 0 abstain. No quorum.

## Engaging the World

### 9. *The Common Good*

Learning Outcomes: Students will complete completed two of the following outcomes:

1. Reflect and write substantively on ways in which human beings find fulfillment in community; or
2. Articulate, in prose or through another communicative medium, a critical account of just social order; or
3. Demonstrate a capacity for coherent, principled analysis of concrete social problems.

Vote: 7 yes, 0 no, 0 abstain.

### 10. *American Diversity*

Learning Outcomes: Students will:

1. Analyze aspects of social diversity (e.g., ethnicity, race, socio-economic status, gender, sexual orientation, religion, age, ability, and political identity) and how they impact U.S. society;  
and
2. Explain how social categories and structures of power may affect the human person.

Vote: 5 yes, 0 no, 0 abstain. No quorum.

### 11. *Global Perspective*

Learning Outcomes: Students will

1. Analyze the process of globalization by using different theoretical perspectives and debates on a broad range of issues (including issues of dependence and interdependence); or
2. Demonstrate an understanding of the world from one or more non-U.S. and non-Western European viewpoints.

Vote: 5 yes, 1 no, 1 abstain.

### 12. *Community Engagement*

Learning Outcomes: Students will

1. Apply academic methods and/or theories in a community setting in a way that promotes collaboration and mutual benefit; and
2. Demonstrate critical reflection throughout their experience; and
3. Express their understanding of the interconnections between their experience and their responsibilities as members of social or professional societies.

Vote: 8 yes, 0 no, 0 abstain.

End minutes.

