

## Baccalaureate Core Committee

April 27, 2016

Minutes

*Voting members present:* Dennis Bennett, Susie Dunham, Kevin Gable, Steve Giovannoni, McKenzie Huber, Bob Paasch, Bill Smyth, Rorie Spill Solberg

*Voting members absent:* Gerd Bobe, Isabelle Brock, Robert Brudvig, Kira Hughes, David McMurray

*Ex-Officio members present:* Academic Affairs - Heath Henry

### Approved Without Discussion

#### a. Category Reviews:

- PHL 312 - Asian Thought - Cultural Diversity
- PHL 205 - Ethics - Western Culture
- ENG 202 - Shakespeare - Western Culture
- HST 388 - Islamic Civilization - Cultural Diversity
- HST 392 - Modern China and Japan - Cultural Diversity
- PS 349 - British Politics - Western Culture

### Category Reviews

#### a. CHN 332, CHN 333 - Chinese Culture - Cultural Diversity - Resubmission

- Literature and the Arts requirement lists as and with the Baccalaureate Core requirements; no projects on syllabus; an information sheet with topics for group projects was added - appears that the courses may be Cultural Diversity, but there is no information how it connects; and the responses still indicate that everything assesses everything.
- Solberg spoke with the school head, Susan Shaw, who suggested that Solberg talk with Juan Trujillo; Trujillo requested a meeting to discuss issues. Trujillo also wants to discuss the unrelated decertified course(s) that have a 9-credit pre-requisite; Solberg will indicate that Trujillo needs to take this issue to the Faculty Senate to get a bypass for foreign languages.
- It was suggested to indicate to Trujillo that this barrier is only for inclusion in the Baccalaureate Core; any faculty can run a course as they wish, but the Baccalaureate Core barrier is different. Solberg also has the option of requesting data of students who are not in the major or minor, but who are using these courses to satisfy Baccalaureate Core requirements.
- Additionally, the CHN 332 change course proposal will be approved for the requested small change only, but the course is still under review for certification.
- Heath noted that CHN 333 was sent a decertification letter; based on changes made, Rorie will send a provisional three-year letter for CHN 333 to be consistent with CHN 332.

*Action: Rorie Solberg will work with Juan Trujillo to get the Chinese courses certified.*

#### b. GER 231 - German Dictatorships: Nazi's and Communists - Western Culture

- The Honors syllabus is missing.

*Action: The reviewer will look at the proposal, assuming that it will be comparable to the syllabus submitted, and come back with a recommendation.*

### Category II

#### a. ENGR 352 - Designing and Building Public Artwork - Science, Technology, and Society

- The reviewer was confused how this meets the Baccalaureate Core elements and how it relates to Science, Technology, and Society. ENGR 352 was previously sent back and suggested that the category be moved from Science, Technology, and Society (STS) to Literature and the Arts (L&A); the instructor indicated that it's supposed to be a survey course, and didn't agree with the BCC recommendation to change categories - the rationale is not clear.
- To qualify for STS, it would need more Engineering depth, combined with a serious social impact side.

- There must be enough content and linkage back to the outcomes - indicate to the instructor where it misses the mark.
- The time allotted appears too short to attain course outcomes.
- Syllabus edits: there is no mention or description of the 1,250 word paper (which can't be a team paper), and there was no rubric included - it does not meet the writing expectation.
- Connections to CSLO's need to be mapped out.
- Bob Paasch offered to discuss with the instructor the recommendation regarding moving the course to L&A, and determine why the instructor is adamant about the course being in the STS category.
- This is a 3-credit course, which is the type of course needed in the Perspectives area.
- Student Learning Outcomes for Science, Technology, and Society are not met.  
*Action: Critique what is missing, doesn't address the STS learning outcomes, and point the proposer toward Literature and the Arts; Bob Paasch will talk with the instructor.*
- FW 356 - Citizen Science - Science, Technology, and Society
  - Generally good. Weak on the social impact piece - they are looking at using lay people to generate data for science, but not as strong as potential impact of doing things this way on how research would benefit the rest of society. It states that there will be an assessment of individual students, rather than the course. There is also a diversity statement that refers to the policy as being from the College of Public Health & Human Sciences (rather than Fisheries & Wildlife).  
*Action: Approve, but address above issues.*

*Minutes recorded by Vickie Nunnemaker, Faculty Senate staff*