

Core Curriculum Oversight Committee

Friday, October 9, 2020

10:30am-12:00pm

Meeting Location: Zoom

(<https://ucdenver.zoom.us/j/91071858310?pwd=UC9vN2liRTZKeTVtejREZWcyYzh0QT09>)

Attendance: *Ruben Anguiano, *Sondra Bland, *Megan Backstrom, Joann Brennan, *Summer Cao, *Michelle Carpenter, *Bassem Hassan, *Nimol Hen, *Antwan Jefferson (Chair), *Nicole Leonhard, *Annie Miller, *Sandra Quinn, *Kim Regier, *Kodi Saylor, *Kari Shafenberg, *Marlene Smith, *Gregory Walker

Not Present: Alana Jones, Lindsey Tollefson

Agenda and Minutes

Welcome

1. Review and Vote re: minutes from 9.11.20
 - 11 approved, 2 abstain
 - Discussion of access and housing of CCOC Minutes.
 - i. Microsoft Teams and CCOC website
 - ii. General consensus of CCOC is in support of Microsoft Team for housing and access of documents and work completed by Committee.
2. Discuss core course approval process
 - Walk-thru of process documents.
 - Acknowledgment of school/college-level specific process
 - i. **ACTION:** Add note at top of document that indicates the process shown/listed follows college/school-specific process(es)
 - When course is ready to go to UCC or Registrar, that step is completed by course coordinator to send appropriate documentation.
 - i. **ACTION:** Update document of WHO completes this step?
 - After submitting proposal, faculty does not have responsibility beyond initial submission, however, it is good practice for someone to shepherd the course through the process
 - Any course submissions/changes goes through the first few steps of process.
 - Once course is ready to be sent to CCOC for approval, the course coordinator should send it to the committee (via email address)
 - i. **ACTION:** update box with email address (CCOC) faculty submit course approval cover
 - Megan/admin support will send to registrar that a new course has been approved by CCOC
 - i. **ACTION:** Third option to approval/disapproval is request for further information/corrections then resubmission
 - Acknowledgment of difficulties and challenges of differences in process based on school/college-specific process(es)
 - Does approval from UCC need to occur before submission to CCOC?
 - i. **ACTION:** Highlight which steps need to occur BEFORE submission to CCOC
 - **Recommendation:** Add 3 areas of process for flow-chart. Starting points being school/college, UCC, and then CCOC – flowing down through that process
 - Chair will send this process documentation to schools/colleges for insight and recommendation for processes.
 - Chair encourages members to submit any further recommendations to Kari Shafenberg directly.

3. Review a core course – Foundations of Data Science (1360)

There are a couple of things for you to consider:



1. The course submission is from Computer Science, submitted as a Core Mathematics course. Our spring 2019 discussion about the policy requirement that Mathematics Core Courses have a MATH prefix (rather than a broader quantitative literacy approach welcoming multiple prefixes) has not been resolved.
2. I have asked the faculty person who has submitted this course proposal to consider this policy and let me know if they'd like to have it considered nonetheless. I will send an updated agenda with the attachments on Thursday. I hope that this is adequate time to review the proposal, if the submitting faculty would like for us to consider it still.
 - Chair sent course proposal to CCOC for review so members can review and consider approval.
 - Chair requested changes to syllabus to meet learning objectives.
 - Faculty member joins to discuss Foundations of Data Science and to answer any questions from members.
 - Chair highlights conversation with faculty member regarding learning objectives.
 - Faculty members are welcome and encouraged to join meetings to provide information and overview(s) of proposed course
 - Faculty member's overview –
 - i. Should be a core course because it is in line for a foundations course with math and statistics
 - ii. Needs to engage applications, a tool to be used
 - iii. Crosses multiple domains – education, math, health, medical sciences
 - iv. Elite schools have data sciences courses like this (Berkeley, Stanford)
 - v. Reaches beyond data sciences
 - vi. Regent has mandated undergrad degree in data science Summer 2019
 - vii. Anchor course for these efforts – members from math and business and reaching out to other schools/colleges to be part
 - viii. Introduced as Computational/informational thinking
 - ix. Pilot of course has been successful (32 enrollments this semester) (Berkeley enrolled 100 in pilot, now enrolls 1200 each semester)
 - x. Natural sciences area of discipline to categorize recommendation, faculty member argues for math categorization
 - xi. Gita (Dept. Chair) suggested back off from application for core designation, faculty member feels strongly to have it as core course.
 - Questions:
 - i. Are there other computing core courses in Math?
 1. “No, they all have to be MATH right now”
 - ii. How is this different from traditional Stats course? Rewrite intro/header to differentiate from intro to stats
 1. Computational and differential thinking as opposed to intro to stats
 - iii. Interpretation of data, which appears in the body of course proposal/syllabus, move that to the description
 1. Computational skills. Coding. Study data and computation. Formulas. Using all of this in application of knowledge
 2. Will clarify further in syllabus and learning objectives.
 - iv. How will assignments be linked to different purposes and learning objectives? (Likes verbiage under pre-requisites)
 1. Targeting freshmen. No pre-reqs. HS math is recommended.
 2. Final exam, and midterm – reduce number of exams due to challenge and difficulty of content.
 3. Expectation of students rise from one assignment to the next.

4. Labs are available so students can be led through the process and taught firsthand how to solve problems.
 5. Real work/concepts are shown in class to teach by demonstration with real-world experiences.
 - v. Chair shares that Policy ties the CCOC's hands in terms of approval because of categorization
 - vi. Question: Why are we not allowed approve other courses without the MATH designation even when they meet the learning outcomes?
 1. Chair brings up history of submission of a course from 2018 and why the University policy is the way that it is.
 - a. DFW rates are exceptionally high in intro math courses
 - vii. Revisit content/quantitative literacy. Time to look at this in a holistic manner. We are doing students a disservice.
 - viii. What are the steps to change the core? Can we change the category?
 1. Chair says he thinks it would be a policy change.
 2. Creating an inclusive process that
 3. What is the process by which a policy and core/categorization can be changed?
 - a. Feedback from a variety of groups
 - b. Recommendations and changes to core and vetting process to empower the CCOC
 - ix. Thoughts of UCC being created and established to handle this very issue.
 - x. Natural and Physical Sciences vs Mathematics
 1. Chair had similar discussion he had with faculty member about this designation
 2. Due to policy, likely will not be approved as core math
 - xi. Look at this as a sense of the future. Be forward thinkers in this process.
 - Reconcile core and policy change processes. Building new opportunities intellectual and area competencies.
 - Only one core course for Spring and zero student petitions as semester started.
 - Faculty right now are focused on how to get through teaching right now with the pandemic. It is a good time right now to get some systems and structures in place while we have the time.
 - November might have time for breakout sessions to further discussion of policy/process/core changes
4. Thoughts on further Justice/Cultural Diversity conversation – stick around to schedule a time to talk as subgroup.
- Chair, Megan, Bassem, Sondra, Kari, Michelle, Ruben, Kodi, Joann, Sandra, Nicole.
 - What kinds of distinctions are necessary?
 - Making knowledge area more robust
 - Making a NEW knowledge area
 - Date/Time: ACTION: Antwan create Doodle (or me): no Monday/wed mornings, no Friday mornings, no Monday, Tuesday, wed 1-3
 - Bassem wants to invite colleague - approved

Cultural Diversity Knowledge Area/Justice Discussion:

Following this meeting, those who are interested in the Justice subgroup topic, which we discussed briefly in our September meeting, can use the remaining time to meet (which I consider preferable to another meeting at present).

2020-21 CCOC Members:

Ruben Anguiano – SEHD, HDFR
Sondra Bland – CLAS, Psychology
Megan Backstrom – Faculty Affairs
Joann Brennan – Faculty Affairs
Summer Cao - Business
Michelle Carpenter – CAM, Visual Arts
Bassem Hassan – CLAS, Political Science
Nimol Hen - Advising
Antwan Jefferson (2020-21 Chair) - SEHD
Alana Jones – International Education
Nicole Leonhard – Registrar’s Office
Annie Miller - SPA
Sandra Quinn – CLAS, Advising
Kim Regier – CLAS, Biology
Kodi Saylor – Auraria Library
Kari Shafenberg – Registrar’s Office
Marlene Smith - Business
Lindsey Tollefson – CLAS, Advising
Gregory Walker – CLAS, Music

CCOC Meeting Schedule (Second Friday of the month, 10:30 – 12:00):

November 13

December 11

I see nothing on the calendar for 2021 currently

January 8

February 12

March 12

April 9

May 14