

CCI/C Agenda

December 15th, 2011

Faculty/Staff Dining Room ← NOTE!

- 1) Continued discussion of Designation Application Reviews**
- 2) CCIC Spring Duties**
 - a. External Website: Bob, Kara. Due end of January (?)
 - b. Catalog of Courses: Bob, Kara. Due March 1st.
 - c. Flyer listing designated courses. Bob, Kara. March
 - d. Preparing staff, faculty and students for new core. Vidya, Zach. Includes
 - i. Faculty/Staff participating in spring 2012 recruitment
 - ii. Summer orientation and advisors
 - iii. Weekend of Welcome staff
 - iv. Registrar's office
 - v. RA's, RD's in Residence Life
 - vi. Others?
- 3) CCC Spring Duties**
 - a. Finalize Designations. Announce courses. Assist in producing Flyers
 - b. EtW courses – development
 - c. Assessment planning
 - d. FYAC preparation(?)
 - e. Working Group membership for 2012-13

Open Items:

Engaging the World

- a) EtW sections: There is continued desire to allow some sections of a course (e.g., section 3 of English 5) to satisfy an EtW goal. Difficulties include
 - 1) It may not be possible to include these sections in our yearly/semesterly handout.
 - 2) Having sections, rather than courses, appear in Colleague/Degree Audit will be very difficult for the Registrar's office.
 - 3) Creating new numbers (e.g., English 6 = English 5 + CE, English 5 = English 5 + CG, etc.) could lead to dozens of new numbers being proposed, which would be quite troublesome for all
 - 4) Creating .25cr numbers (e.g., English 6 = .25cr CE) and having those English 5 instructor who wish CE for their sections register students also for English 6 would mean granting 1.25 cr. Is this what we wish?
- b) Who will be permitted to 'teach' .25 cr experience-based EtW courses? Who can create curriculum?
- c) Will credit be given for paid experiences?
- d) What will the teaching credit be for .25cr EtW courses?
- e) Need for consistent expectations for .25 cr courses. (Note: These are academic credit courses.) How to evaluate? Are there different criteria?
- f) Training, camps(?), money(?). Workshops for spring and summer 2012

Assessment

- 1) How complicated a scale do we want? E.g 2-point (*Meets, Does Not Meet*), 3-point (*Meets, Almost Meets, Does Not Meet, or Exceeds, Meets, Does Not Meet*), or 4-point (*Highly Developed, Developed, Emerging, Initial*), or 5-point (for HoM)
- 2) Timeline for Assessment. Which learning goals when? Starting (?) Fall 2012.

January Term

- 1) How to encourage EtW January Term proposals? (since JTerm courses almost automatically fill, so there is no incentive for faculty to propose extra work for themselves.)
- 2) How to interface with the January Term Board during the application process?
- 3) What is the purpose of January Term in the Core? Is it responsible for any LGs, or is it simply free electives? If the latter, why are electives ghetto-ized to January?

Conferences

- a) General Education and Assessment, New Orleans, February 23-25th 2012. Registration by January 10th. Cynthia, Jim.
- b) Institute on General Education and Assessment, Ellicott City MD, June 2-6th, 2012. Application due February 17th, 2012
- c) 5 person teams. (Jim, Cynthia, Rebecca J, New EE Director &/or Richard, 5th)
- d) Application questions:
 - a. **Need:** What is your current general education model and what has motivated a desire for reform? Have assessment results prompted the review or do you need help creating an assessment plan? What work already has been accomplished and by whom? What resources or political issues are at play in the process? Has a unified vision of the planned reform emerged?
 - b. **Goals:** What high priority tasks do you expect your team to work on during the Institute? These should be the tasks that, if advanced substantially during the Institute, would lead your team and campus to judge your efforts a success.
 - c. **Team characteristics:** In what ways do your team members reflect the range of concerns surrounding general education redesign on your campus? How do they reflect the diversity and the various interest groups on your campus?
 - d. **Contributions:** What do you believe your institution can contribute to the Institute?

The narrative should be clear and concise– no more than 1,300 words.

Designation Application

How to improve the process for next year?

Writing in the Major/Upper Division Writing/Writing Across the Curriculum.

With English 5 placement set, what instructions should the HoM WG be telling departments and programs?

Others?