Next meeting: May 6th: Filippi Academic Hall 205 3:00–4:30pm.

1. The "There is no updates"Updates

   (a) January Term proposals and designations:

   (b) Senate CCC language Update: To be on 4/24 Senate agenda

   (c) LEAP & BALOS waivers Update: To be on 4/24 Senate agenda

   (d) Integral Proposal Update:

2. Working Groups for 2014-15

   See attachment

3. How to support teaching within Collegiate Seminar, Jan Term, Engaging the World?

   Pathways to Knowledge courses are staffed by chairs, who have incentive and ability to supply ranked faculty. This is not true for these CS, JT and EtW. The college as a whole has a responsbility/desire to similarly staff CS, JT and EtW, but it is less clear who has the authority to do so. How can we assist in this?

   How does tenure to the college relate? If 25–30% of the courses are CS/JT/EtW, what does this mean for schools, departments, faculty?

   See the attachment from the Vice Provost

4. End of Year planning

5. Learning Goal Assessment

   General discussion

6. Departmental courses in Jan Term - should they hold their designation?

   Consider Math 13. Jim's parsing is that Math 13 is a departmental course, and the department offering it is responsible for delivering its content in a pedagogically appropriate way, no matter if the course is in a long semester, Jan Term or Summer; further that it is clearly not a Jan Term course because its designation is not Jan Term 13 but Math 13. Does this reasoning hold water?

7. Parking Lot and Upcoming Issues

   (a) Language LO's: Postpone to Fall?

   Below are the "concise, condensed Department of Modern Languages internal learning goals for level 3". They will appear on the DML Catalog page as the learning goals for level 3. At Jim's request they were sent to us for consideration by the CCC for incorporation into the Core.

   Jim recommends that we thank DML and put these onto our Fall agenda.

   > Students will
   > 1. Understand and produce speech in a variety of personal and social contexts; initiate and sustain conversations about multiple topics in the past, present and future tenses.
   > 2. Read and comprehend texts with varied subject matter, multiple points of view and verb tenses.
   > 3. Write prose that includes description and narration on a variety of topics with varied vocabulary; provide interpretations and supporting ideas.
   > 4. Exhibit understanding and demonstrate knowledge of cultural, geographical, historical and sociopolitical aspects of other societies.
   > 5. Demonstrate an ability to see the world from multiple perspectives and become aware of themselves as members of the global community.

   (b) Designation Renewal Process:

   On April 1 2014 was postponed until Fall 2014.

   (c) Scientific Understanding off campus

   Jim has never seen an off campus lab-science class with a course description that mentioned anything along the lines of "Examine social or ethical issues that arise in the process of scientific inquiry or out of scientific or technological developments." Does this mean that unless such a course has been accepted by a department as an SU course it cannot count?

   .25cr Ethics of Science course?

   (d) Engaging the World Experiences

   What constitutes an experience? How do we designate them? How do we find them? How to 'approve' them? How to measure whether a student's experience merits meeting a goal?

   1) Jim thinks only 'approved' experiences should be standard. i.e, we should have a list. (Others can be petitioned). How to gather and decide?

   2) Pay is ok

   3) We should set up a portfolio-building website or handout. Advertise via student life and FYAC's before summer. How to build/write?

   4) How to measure 'completion'? Two different cases: Those students who already are reporting to someone (e.g., Bonner Leaders), and those not (Travel Abroad).

   (e) Is it possible to have four .25 cr courses total toward an Artistic Understanding?

   (f) Mission Integration. Is there desire, room, value in a "mission intensive" designation?

(g) Assessment questions

What does it mean to assess the Core as a whole? How to do this?

When and where and how do use assessment results to lead to a discussion of the LG&LO wordings?

Whose job is it to be faculty assessment guru on the CCC? Do we need such a person?

Whose job is it to be developments in the world of Core Curriculums on the CCC? Do we need such a person?

Does the Office of Faculty Development have a role here?