

CCC Brief Notes
November 19th, 3:00–4:30pm.
Filippi Academic Hall 205.

Upcoming Meetings: December 3rd. Filippi Academic Hall 205

Present: Julia, Jim, Wayne, Chris, Michael, Zach, Sharon, Paul, Greg.

NB: Please see the agenda for a detailed description of several of the discussion topics.

1. Announcements

(a) Jurisdictionals

No comments

(b) CCC Language Assessment

There was discussion about the scope and timeline. It seems important to do the assessment before revising the learning outcomes. And to clarify whether this is an assessment for the current student body, or with the goal of determining future placement rules. There was also questions about how the assessment project was related to the Modern Languages “Communication” announcing they wish high school courses to no longer suffice for language completion.

Jim’s support for the DML Assessment project was endorsed. Jim is to work with the DML to clarify the above concerns.

(c) WiD Update

It was noted that most departments and programs have a WiD course either planned or in the pipeline.

(d) Other

None

2. WG Recommendations

The Artistic Understanding and Theological Understanding WGs indicated they had completed their reviews of proposals, and the AD/GP WG said they were close to done. It was noted that WG Chairs need to continue to be clear that the WG provides a recommendation to the CCC but that the CCC is tasked with making the final decisions.

3. CCC Meeting for Designation Decisions

The faculty members of the CCC will plan to meet Monday December 16th 9:30–3:00pm and Tuesday December 17th 9:30–noon.

Working Group chairs should beforehand distribute a document containing their WG’s recommendations. This will contain the recommendations, perhaps arranged by strength (e.g. unanimously support with no questions, support with some concerns, were unable to come to consensus on, etc.), with a brief guide to any points in the proposal that it is important the CCC discuss. Chairs should also note any proposal they felt their WG as unable to fully vet.

4. Community Engagement Expectations

The CCC hesitated to put strict guidelines on the number of hours students were expected to spend doing their community engagement activity in a direct community service-oriented

class, as that level of specificity depends on the details of the particular course in question. (We similarly do not have a 'minimum homework' rule.) But it was comfortable providing the guideline that 2 to 3 hours per week for 10 weeks per student is a reasonable expectation, as fewer than 20 hours of direct engagement seems insufficient to meet the outcomes. Likewise, for most direct service courses, an expectation of more than 40 total hours is likely too much. The CE WG should promulgate this guideline in their work with proposers, and indicate when it believes final proposals either provide insufficient community interaction or require hours beyond necessary.

5. Transfer Courses

There was a long discussion about the handling transfer courses, both theoretical (what is educationally most appropriate) and practical (what can we expect students and Colleague to do). It was eventually agreed that:

- (a) The CCC continues to accept transitivity for Pathways to Knowledge courses: If the department accepts an off-campus course as equivalent to an on-campus course which satisfies an PtK goal, then we will continue to accept that off-campus course as satisfying that PtK goal.

Since it was noted that our equivalency lists are somewhat old, it is strongly desirable to encourage departments to work to develop updated equivalency lists.

- (b) The CCC will need to take responsibility for determining directly which off-campus courses without direct on-campus equivalents meet which PtK goals. (A course on "Mexican History" very likely should satisfy the SCHU goal even if SMC doesn't teach an equivalent.)
- (c) The issue of which Engaging the World goals would be met by off-campus courses was left open. We are basically content with a course called 'Social Problems' or 'Ethics' meeting The Common Good goal no matter where it is taught. We are considerably less happy with all off-campus courses on Plato automatically satisfying this goal just because our Philosophy department has made special pains to ensure that their course does.

The Registrar, Julia Odom, will gather data to help us determine whether this seems to be a significant enough situation that we need to act upon it.

6. Provisional Designations Implementation

Not discussed

7. The Common Good Update

We all believe we do not have a sufficient number of The Common Good opportunities for students. Zach indicated that he is in the reaching out mode – to SoLA chairs, the Cummins Institute, those faculty with courses meeting the old Social Justice designation – in the hopes of finding easily-obtained additional courses. His sense is that The Common Good outcomes are a natural fit for many of our courses here, especially in SoLA, and with some education and encouragement, there should be faculty willing to offer their course as TCG.

There are plans underway to offer education and course development support in the spring-time.

8. How to encourage participation in the Core

A brief conversation displayed the CCC's desire to use carrots and not sticks. We should not behave as if our colleagues have purposefully refused to participate and so need to be cudgeled into this. But instead assume that perhaps some believe most of our needs are already met and so there is no further work needed. Or believe that integrating the EtW goals into their course is much more onerous than it truly is. We also need to remember those faculty who have attempted to contribute in good faith but, perhaps because of their mis-aimed work or mis-understanding and/or perhaps because of our mis-aimed words or mis-understanding, now feel excluded.