

CCC Meeting Notes
November 7th, 2012 2:30–4:00pm
BJW 213 Conference Room

Present: Greg, Rebecca, Jennifer, Paul
Notes by Jim.

The meeting consisted of a number of informational items, sometimes just shared, sometimes discussed

- Working Group Progress

There was an open discussion of the Working Group's evaluations of our 2013-14 proposals. As always, if issues or problems arise, please let Jim or us know. (WG Chairs should know that I/Jim have been contacted a couple of times by proposers with semi-specific questions about their proposals. My response is always that they should deal with you first, as the proposals are the responsibility of the WGs until December 1st).

- Pathways to Knowledge and Non-Equivalents

How should the Core treat non-campus courses with no on-campus equivalent? Our current 'transitive rule' is that a course that transfers in as History 17 will be counted as meeting SHCU since History 17 does. What about a course that transfers in as 'lower division history'? (*mutates mundi* for Science, Math, Art). After discussion, it was tentatively agreed that we would use the traditional Area A, B & C classification, and that we would test this conclusion on the list of courses from Rome, Barcelona and London that our travel abroad students take. Namely, Jim, Greg, Rebecca, and Jennifer will review the list of courses from Rome and London to see if we are comfortable declaring them by title and area. In either case, we will report back.

Notice that this situation is more general than just travel abroad. The Math Dept traditionally gives lower division 'area b - math' credit for students achieving a 3 on the Calculus AB exam. (A score of 4 or 5 is needed to get credit for Math 27). It seems like trouble to Rebecca and I to do anything but to count such credit as meeting the Math Understanding requirement.

(Jim's thinking about all this is evolving, but is currently that we should spend our energy on Saint Mary's classes, developing and uniting the SMC Core. For non-campus classes, we should live with 'close enough'.)

- Engaging the World and Qualifying Experiences

It is time that we start to think of what constitutes a non-classroom 'qualifying experience'. We agreed to start with Global Perspective and travel abroad as our template. Tentatively, for students who will travel abroad and wish Global Perspectives for this, we'd like students to be thinking about GP during their travel abroad orientation, to help prepare students for the travel. We believe students should/could be provided an outline of expectations: e.g. convert a guided journal of reflection into a coherent 5-6 page paper, and/or a portfolio of experiences and reflections connecting those to academics. In other words, some small guide for students as to what sorts of things they should do and issues they should address. Jim will talk to Susie Miller Reid about this.

We agreed that qualifying experiences need to address the learning goal, but not worry so much about the direct learning outcomes. That instead we wish to provide them a template that gets at the learning outcomes. (Question: Perhaps there is/are fundamental reading(s) for each EtW goal that would be part of a qualifying experience?) We also agreed that any qualifying experience must be academic in nature, and be at the college-level. (In particular, no credit will be given for pre-college experiences.)

Once we have some handle on an outline of a qualifying experience for travel abroad, then we can go to PeerHealth Exchange, Bonner Leaders, JumpStart, etc. and ask them to write up and outline a method for how the meof how their people will address the LG.