

Present: Medora Barnes, Cecile Brennan, Rebecca Drenovsky, Naveed Piracha for Jeff Dyck, Margaret Farrar, Peggy Finucane, Rich Clark, Gwen Compton-Engle, Margaret Farrar, Sr. Katherine Feely, Marty Hendren, Rodney Hessinger, Matthew Johnson, Anne Kugler, Graciela Lacueva, Kathy Lee, Patrick Mullane, Kathleen Manning, Maria Marsilli, Sheila McGinn, Keiko Nakano, Mike Nichols, Tamba Nlandu, Mindy Peden, Cathy Rosemary, Debby Rosenthal, Michelle Walker, Sheri Young

1. **Margaret Farrar – Welcome and Announcements**

Welcome to Chairs and thanks to all faculty who participated in Blue Streak Preview Day.

Attendance was spotty. The first CAS session was half full and the second session had only four in attendance. Stacy Love and the Admissions staff are getting family feedback through surveys in order to plan for next year.

P. Mullane, Center for Career Services – Presented an update on the Arts & Sciences Professional Development pilot program. The original launch date was planned for fall 2017 but was moved to spring 2018 in order to coordinate more efficiently. This program is open to all CAS students.

Materials for the pilot program will be targeted to each department. Will have a finished plan to the Deans before the end of the semester.

P. Finucane – Communications and Theater Arts along with the Center for Career Services, will be presenting a Salary Negotiation Workshop on Monday, November 13, at 7 pm, in OC 7. (TV Studio)

D. Rosenthal – Announced that the English Department will be offering a one credit class, EN 199: A Literary Sampler, in spring 2018. Each faculty member will step in and do a 1-hr section.

2. **Patrick Mullane & Sr. Katherine Feely – Experiential Learning Working Groups. *Handout Circulated***

The discussion centered on enhancing the student learning experience by engaging students who may have a lack of knowledge in experiential learning, through developing a plan of process and procedure. This would include a two-step process:

- Short survey that takes less than 10 minutes to complete.
- Four questions with room for comments.

The survey will be available on Wednesday, November 8. The goal is to get a quantitative picture targeted at undergraduates, on what is required as optional within majors and minors, and to gather and produce feedback on high level course information with follow up. The plan is to provide a specific map within the major that is departmentally specific in order to enhance advising.

3. **Rodney Hessinger – Presentation on the Core Curriculum. *Handout Circulated***

Rodney began the discussion by noting that Core attributes should be added to the course not to the instructor or section in order to provide clarity and efficiency for the students and Advisors. Currently, classes with the same numbers and descriptions may have core codes or may not. It was suggested that courses carrying the same numbers as courses carrying a core designation should be renumbered. Special Topics classes will still need to be individually managed. This change will promote:

- Clarity for students and advisors.
- Efficiency – extra work will be reduced or eliminated and errors reduced.
- Student Learning Outcomes – Courses with a non-Core designation will be renumbered to limit confusion.
- Would align with Best Practices in the field.

Creating a “First Year Friendly Core” See Handout

R. Hessinger stated that it would be beneficial to build core around incoming students to help with their transition to college. One possibility is the standard intro classes where a “first year appropriate” designation could be added. A first year designation would help develop a skill set, encourage creativity, and promote scientific literacy. He asked the Chairs for suggestions on how to “flag” 100, 200, 300 level courses with this designation and ideas for furnishing incoming freshman with a list of appropriate classes at summer orientation. A “First year Appropriate” course designation would provide more explicit expectations, skill building, and emphasis on information literacy.

M. Farrar – Stated that she was encouraged by the conversations that were started and suggested finding time to organize a collective conversation about the first year experience.

Coordinating Caps for Future Semesters -

R. Hessinger – Reported that linked classes are proving to have low registration. Students appear to be putting off taking these classes until later. Rodney presented a plan to ask the registrar’s office to run the numbers. The Core committee is working on the possibility of adding linked classes over the summer. It was suggested that it would be good to set aside two timeslots for linked courses to avoid conflict with other classes. First year classes and capstone should gravitate to certain slots. Mindy Peden voiced concern about caps in the popular classes. Rodney suggested to use escalating caps. Caps in linked classes could be set at 15 and bumped up if necessary. Overall consistent agreement is needed before sending to the registrar.

Request for Fall Schedule – More distribution Classes

D. Rosenthal indicated that scheduling could be considered a social justice issue because depending on how it is approached, it could be a problem for adjunct job security. M. Nichols added that pre-registration is also a problem given that the students are asked to schedule without consultation. Mike suggested having a discussion of the pros and cons of pre-registration. M. Hendren stated that Academic Advising has the main role in registration. R. Hessinger referred to #4 on the handout and said that he would like to move toward cross listing, and would like to see more balance between spring and fall semesters for EN125 and COMM 125. In response to M. Peden’s concern that there is no learning outcome for reading comprehension, R. Hessinger suggested that more “meta” lessons could be included in EN125 and COMM 125 and the “key message” is to split these two classes between the fall and spring semesters. G. Lacueva noted

that fall 2018 is the last semester for First In the World. Several departments participate and will require a clear sense of how many sections will be needed for FITW classes.

Orphan Departments –

R. Hessinger stated that there is an emerging sentiment about how to deal with course prefixes that don't line up. Moving forward it would be beneficial to add department designations, E.g. Exercise Science, and Data Science given a Natural Science designation.

M. Barnes reminded the group that Interdisciplinary Programs (IDP) are not included as the classes carry a department prefix. There is a disincentive to label with IDP. R. Hessinger said that more internal understanding is needed. A Core subcommittee will work with the Registrar's office to fine tune Social Sciences and Humanities.

M. Farrar concluded with a request to send any particular thoughts, questions, or concerns from students to the Dean, Assoc. Dean's, and the Core Committee.

Meeting Adjourned: 4:48

John Carroll University Experiential Learning Definitions

Experiential pedagogies highlight the important role of experience in the learning process. In experiential learning, students test the knowledge, skills, behaviors, and/or attitudes they have learned in theoretical/content coursework and designated co-curricular programs, through critical thinking, problem solving and decision-making in authentic situations and other relevant contexts. Guided by the instructor or supervisor, students consolidate ideas and skills through feedback, reflection, analysis, and the application of the ideas and skills to new situations.

The classroom, laboratory, studio, employment, and service and leadership experiences can serve as settings for experiential learning through embedded activities such as case and problem-based studies, guided inquiry and reflection, simulations, experiments, or work projects. Most often, however, students are given opportunities to learn in authentic situations on campus or in the community. At John Carroll, various forms of experiential learning include:

- **Research** - Research is the systematic, controlled, and critical exploration of a topic to discover or revise facts, reinterpret or rediscover texts or other cultural artifacts, or otherwise add new understanding about the chosen topic to the stock of human knowledge. Research in the humanities often poses questions that uncover new meanings in artistic and literary works, or find new ways to understand cultural interactions. Social science research investigates human behavior, and how our own society and other societies work. Scientific research investigates questions posed by scientific theories and hypotheses.
- **Internship** -A free-standing experience in a student's field of interest, evaluated by a faculty or staff member and supervised by an employer who is not a faculty member. An internship may or may not be connected to an academic course, offer pay or stipend, or offer academic credit. The purpose of the internship may be to support the integration of theory and practice, explore career options, or foster personal and professional development. Some type of guided reflection and evaluation are key parts of the internship. (consistent with OBR, NACE, NOCHE, 2015)
- **Service-Learning**- A course-based, credit bearing high impact experience that integrates service and academic learning to promote increased understanding of course content while helping students develop knowledge, skills, and cognitive capacities to deal effectively with complex real-world realities. Students participate in organized service activities or content related projects that meet authentic needs in communities. Students reflect on the service activity in such a way as to gain further understanding of course content, broader appreciation of the discipline, and an enhanced sense of civic responsibility.
- **Clinical Education** -An experience in which students practice learned skills, for example in education and health care settings, under the supervision of a credentialed practitioner. It is often a separate credit-bearing course tied to a related theoretical course or a culminating experience after a sequence of theoretical courses. Clinical education includes student teaching, specific to students in pre-professional and pre-service teacher education, who gain required and evaluated experience in supervised teaching.
- **Practicum** - a course that involves the supervised practical application of previously or concurrently studied theory, usually in a work setting. At JCU, one example of a practicum is the required, supervised placement that occurs the semester before a student's full-time student teaching or mental health counseling internship. In addition, practicum courses in the

Communication and Theatre Arts program involve students in theatre production, debate, cable news program preparation and production, radio station organization and operation, reporting and editing for publication, public speaking, and working on public relations campaigns.

- **Fieldwork** - Supervised student research or practice carried out away from the institution and in direct contact with the people, natural phenomena, or other entities being studied.
- **Short-Term Immersions**, including service immersions; short-term, faculty-led programs domestically or internationally. The experiential learning component is the cultural immersion which provides novel challenges for navigating or even living in a new place. Coursework connected to an immersion trip can be a requirement for the experience and is credit-bearing.
- **Study Abroad** -- any of a number of arrangements by which students undertake educational activities outside the United States that are intended to result in progress toward the student's academic degree at JCU. Study abroad activities include -- but are not limited to -- classroom study, research, intern- or externships, and service learning. Study abroad is administered through the Center for Global Education.
- **Leadership Positions** - Guided experiences that provide student leaders with opportunities to influence their peers and impact communities. This is accomplished by developing and practicing communication skills, conflict management, decision-making, delegation, strategic thinking, and group development tactics.
- **Student Employment** - Supervised work experiences, both on- and off-campus, that provide students with opportunities to develop and utilize various skills in preparation for success in their future careers; including developing and practicing communication skills, personal accountability, leadership and problem-solving tactics.
- **Voluntary Service** experience -an experience where students offer their time and talent without monetary compensation to assist a non-profit, non-governmental or government organization in meeting its mission. A voluntary service experience can be short or long term and involve assisting administratively or through direct service to the organization's clients.

New Options in Boler School of Business (under development)

- **Externship - BPD 491** -- An Externship grants Boler students the opportunity to obtain meaningful, short- term shadowing and/or project-based experiences with employers related to their field of study. An Externship experience encompasses 3-5 days in a supervised setting in which the student works directly with a professional or professionals to gain an understanding of the organization, field and scope of work. The experience may or may not include a project as an aspect of the work, though employers extending the option to the student are encouraged to weave such work into the experience where possible. Externships are open to all Boler students.
- **Co-Op - BPD 492** -- A Co-Op is a unique opportunity for a Boler student to engage in a full-time experience during the academic year. The Co-Op represents a partnership between the student, employer and the University in which a student maintains his/her student status, while engaging in full-time work during an academic semester. Designed for students desiring to pursue a particular, identified career path, the Co- Op option allows Juniors and Seniors with a minimum GPA to engage in full-time work in a professional setting.

Presentation to Faculty Chairs:

1. Update on Integrative Core Curriculum Policy Change:

Core attributes now to be added to the course (not to the instructor or section).

This change is being adopted for several reasons:

1. Clarity for Students and Advisors: as long as we have classes with the same numbers (and the same descriptions) sometimes carrying Core codes and sometimes not, we are going to have students accidentally taking classes that don't count for Core.
2. Efficiency: for this term the administrative assistant to the Core had to verify 866 classes for Core designation for the Registrar. If we attach attributes to classes, all of this work is eliminated and the potential for error nearly disappears.
3. Student Learning Outcomes: if a class counts for Core, it should be significantly dedicated to satisfying the Core SLO. Thus, if you have a class that does carry Core and another that does not, they deserve different course numbers.
4. Fewer Core applications to complete: currently, most instructors have to apply for Core designation. In the future, a department can put forward a class and everyone who teaches it gets the designation (we will share the original submission with the new applicant and also ask that departments remind instructors that they are responsible for the relevant SLO).
5. Professional Registrar standards: this would align us with best practices in the field.

Some necessary adjustments we are requesting to allow this shift:

1. Chairs will have to decide whether they want all sections of a class to carry a designation. If they do not, they will have to create a new number for the version of the class not carrying the Code. They also will have to make sure the classes are sufficiently differentiated to merit different course numbers.
2. Chairs might sometimes have to adjust their descriptions for major requirements. If for example, either version of a class could count, they will have to say, for example, "students can take HS 212 or HS 213."
3. We will need to still individually manage Special Topics classes.

2. Topic for Discussion: Creating a "First Year Friendly Core"

Some Possibilities:

1. Creating more targeted classes *designed* for incoming students (perhaps with grant funding available)
2. holding classes and/or spots in reserve for summer Orientations (done already in some departments, but we might more fully generalize this practice, especially for Distribution classes)
3. attaching a "First Year Appropriate" designation to certain classes?

What “First Year Appropriate” designation might mean:

1. More frequent graded assignments
2. Early and consistent feedback on work
3. For writing-intensive classes: use of “process oriented” writing (rough drafts, peer review sessions, etc.)
4. More scaffolding on assignments (making expectations explicit)
5. Providing more instruction on skills needed for transition to college (reading strategies, note-taking strategies, etc.)
6. Emphasis on information literacy (working with library databases, mastering citations, etc.)

3. Topic for Discussion: Strategy for “Orphan” Departments and Classes and Distribution Categories

Premise: only certain prefixes currently are listed to count for SOC, SCI, and HUM; currently, classes receive Distribution designation by being listed by chairs of the enumerated departments. However, there are classes being offered that seem, prima facie, to meet the SLO for particular Distribution categories; might we consider ways to get them “adopted.”

Possibility 1: allowing individual faculty to petition for Distribution designation

The Core Committee discussed this and did not wish to pursue this at this time; there was a concern that some students might end up without sufficient breadth in their class choices; For example, theoretically, a student might be a Communications major and satisfy CAPA, ISJ, HUM, SOC, EGC, and LINK all within the major. In addition, this approach would require CAP hearings and a full faculty vote.

Possibility 2: adding new departments to the enumerated lists

JCU has, and presumably in the future will, add new majors on campus. Exercise Science and Data Science, for example, have both been added since the original Distribution categories were created within the Integrative Core Curriculum. Yet these currently cannot count for SCI designation. It would require a full faculty vote, but we could add these departments to the approved list.

Possibility 3: finding appropriate cross-listings

We might deal with the problem on a course by course basis, finding department “sponsors” to lend their prefix and cross-list classes. Thus, for example, an Education course on “Multicultural Education” might find a sponsor in History for HUM or in Sociology for SOC. This has the benefit of being immediately available, but it does place decision making power in the hands of particular department chairs.

4. Request for Fall Schedule: More Distribution Classes

In order to better ensure quality control and to ensure more reliable schedules for part-time faculty, we will be moving towards having more balance between the Fall and Spring semesters for EN 125 and COMM 125. Effectively, this means we cannot rely as much on these 2 classes for incoming students. We will have adequate supply for them to take either one or the other. As such, we will need sufficient numbers of sections and spots for Distribution classes.

5. Coordinating Core Caps for Future Semesters