**PREAMBLE & ACTION STEPS**

The Core Curriculum Committee compiled and reviewed the suggestions and comments made by faculty and staff in the Faculty Assembly Day Break-Out Sessions. The compilation is included below on page 2. A number of Action Steps have already been, or will be taken, based on your feedback:

* **DEFINITION OF ‘INTEGRATE’ AND CLARIFICATION OF WHEN & HOW STUDENTS CHOOSE THEIR ‘IS’ COURSES & QUESTION:** The CCC has devoted two meetings to these issues this spring. The results will be posted on the Core Website.
* **CREATION OF ADVISING WORKSHOPS:** Three distinct Advisement Workshops have been created. The ‘Strategies and Open Ended Questions for Getting Students Started’ & ‘Strategies and Open Ended Questions for Helping Students Formulate an IS Question’ (below) have been condensed to be part of the Workshop on Advising for IS, CME and EL.
* **TRANSFER STUDENTS:** A document has been created for Transfer Students (which will be distributed to MCC, FLCC, etc.) that outlines our new core and provides directions for keeping artifacts from courses taken prior to enrollment at Nazareth College. This information will also be posted on the Core Website for transfer students from other institutions.
* **COMMON STATEMENT ON ALL UPPER-LEVEL COURSES:** There will be a short statement included on all upper-level, potential IS course syllabi that reminds students to archive an artifact in P@N and give simple instructions about how to do so.
* **ENDURING QUESTIONS ‘CHEAT SHEET’:** A summary of the kinds of enduring questions explored in P-EQ classes will be compiled from their 50-word course descriptions.
* **‘CHOOSING YOUR ‘IS’ COURSES’ WORKSHOP:** Plans are progressing to offer regular workshops that help students explore potential IS Questions and courses. This should relieve some of the burden on advisors.
* **INTEGRATING THE CORE REQUIREMENTS INTO PROGRAMS:** As a result of the ‘Sample Programs’ that are currently being developed by all academic programs, the CCC will be able to review how programs have achieved this and offer suggestions to those who are having trouble fitting it all in (and being true to the spirit of the core).
* **TRACKING ‘IS’ COURSES:** The Registration/Advising Worksheet has been revised to include a section to help students and advisors document and keep track of potential IS questions and courses. Further, we are exploring adding a button to Naznet that indicates ‘CME Ready’. This button would be clicked when the advisor judges that a student is ready to enroll in the CME (i.e., has completed at least 2 IS courses).
* **PLANS FOR FURTHER FACULTY & STAFF WORKSHOPS & DISCUSSION GROUPS:** In addition to Advisement, ‘EQ Reflections and P@N’, and ‘P@N and your program’ Workshops, the following are being planned: ‘Making Study-Abroad count as Experiential Learning’, Critical Thinking Across the Disciplines, and ‘Nuts & Bolts of Using P@N in Core Classes’.
* **HEALTH & WELLNESS:** The Wellness Task Force is currently determining the final details of this requirement.
* **WRITING:** A new ‘Writing-Across-the-College’ Committee has been formed to coordinate writing across the core and the college, i.e., its assessment, the identification of students who are underprepared for college writing, student support (at both the undergraduate and graduate level), the coordination of writing in the core and writing in majors, and so on. This committee, like the old WAC committee, will be concerned with formal and informal writing, but its charge will be broader.

**COMPILED FEEDBACK FROM FACULTY ASSEMBLY DAY BREAK-OUT GROUPS**

**Strategies and Open Ended Questions for Getting Students Started**

* What did you enjoy/ like/dislike about a class (e.g. why, instructor, topic, subtopic, pedagogy Methodology?)
* What interests/passion support your designated area of studies or life?
* What interests will enhance your interaction after graduation…What can help you be adaptive in the work place?
* What is “your history” behind selecting your major or a particular discipline?
* Tweak questions from “AL Cabral’s undecided workshop”.
* Why do you think you‘re passionate about X?
* What do you wish you had done in X class?
* What upsets you most about the world?
* Can you see a connection between X and Y?
* How can you see/imagine your profession changing in the future?
* What IS courses can you use to refine/define your major area of study?
* What courses enable you to advocate beyond your discipline?
* Which courses sparkle? Why?
* What about them “refuels” your tank?
* In your opinion, what in your major is lacking?
* Professors, use personal experiences to connect with your students.
	+ Render examples of your own life (your passions) to help give a perspective to help them frame their own experience
* What do you wish you had more time for?
* What professors did your enjoy learning from?
* Administer prior to meeting the student (prompts discussion) a personal exploration survey.
* “Workshop= Plug in this course (here) if they are looking for…”

**Strategies and Open-ended Questions for Helping a Student Formulate an IS Question (an enduring question or one that can be tied to an enduring question)**

* Prior to advisement give them an EQ prompt worksheet
* PEQ courses should include active exploration of EQ’s by individual students
* Can students adopt an EQ from a PEQ course as their own? Yes…
* What are some connections between your courses from semester to semester?
* What are you doing to enhance the area in which you live?
* What “isms” annoy you and why?
* What questions would you ask your hero/anti-hero?
* Create a question about a specialized area within your field
* Create a connection between all 8 Perspective areas or even just some of them
* How does a cluster relate to the service mission of the college?

**Advisors Support:**

1. Integrating the CORE w/ professionals programs
2. CORE milestones Exp. Training
3. Mind-mapping workshops
4. Workshops-cross disciplinary on critical thinking & how to keep current on clusters

**Questions and Concerns:**

**P@N& Artifacts:**

* Who has access to P@N & when & how long?
* Do students have ability to remove artifacts?
* Who has the responsibility of uploading/grading artifacts on P@N?
* P@N =Perhaps we should limit the revisions to the main site; prevents confusion?
* What are the portfolio artifacts criteria for acceptance with transfer students and AP students?
* Who reminds advisees to be thinking about their artifacts in P@N?
* Who checks the artifacts that are being used towards a student’s CME?
* Do Advisors encourage them to upload potential artifacts from ACS and other courses?

**CME:**

* Question the sequencing of key components and suggested timing given the requirements in different majors, especially the professional schools: i.e. Core milestone, portfolio, that impacts the core and the major (i.e. Education has two or three portfolios, there is a capstone experience in EDU, and then the CME and the portfolios for the core)
* Suppose the student gets to the CME and the faculty member teaching the CME decides that the student’s process is invalid? Isn’t there a need for a pre-approval process? To whom do they defend their ideas? Process? Revision Process? The advisor? That is a huge burden on the advisor? What is justified? What is valid?
* How will we integrate the CME with the Major Capstone?
* What are the components of readiness for the CME to move forward with the integration/ reflection/ processes?
* Why is the CME a non-credit course…? Comps are also a “0’ credit
	1. Is this sending a mixed message?
* Will the CME instructors have a final say? Grading = pass/fail? Yes.
* PT students have to do CME in spring of Junior year…when/what if they are not done with their ISs by time of graduation?

**PEQ & IS**

* What if there are not enough PEQ’s & ISs offered to students? Will they just take what opens up 1st without a real thought of an IS sequence or EQ?
	+ This practicality impedes the spirit of the CORE
	+ Is there a Lack of communication across campus regarding scheduling?
	+ Will there be a process for fixing this situation?
* Our students’ responsibility decreases and our goals are the loftiest ever
	+ How do we reconcile this?
* When do we start talking to students about this EQ?
	+ At the very beginning, day one: in their FYS, PEQ course, in advisement?
* What’s the role of faculty at the PEQ level?
	+ Would the faculty member act as a promoter of certain IS clusters and PEQs?
* Do we need IS cluster descriptions? What if this leads students too much?
* How do students integrate their interest and their EQ into a cohesive set of courses—need information about the PEQ?
* Need clarification on…
	+ PEQ vs. I.S.
* Are “intro” classes’ appropriate PEQ classes (b/c of emphasis/focus on introducing discipline)?
* Tracking of credits? Who’s responsible for this? Audits, PEQ courses?
* What is the definition of:
	+ “Integrate” within this context of Integrate Studies?
* If students have not identified a question or IS sequence, how do they document artifacts towards an IS interest? Ans: archive artifacts from all potential IS courses
* What if students identify a IS sequence retroactively (e.g. finding artifacts for courses they already have taken)
* PEQs: Are the EQs different yearly?
* Is this considered “ongoing professional development”?
* Use library spaces to do students work on an IS sequences by students.

**EQ:**

* + Is it too late in the college career?
	+ Is the EQ a “BS” connection or is it taken seriously?
	+ If a student completes their PEQs, can they make their EQ?
	+ Should a student brainstorm a couple EQs?
	+ Does the ACS work with an advisor while creating an EQ with a student?
	+ Put in place a mentoring program or peer support program for developing a PEQ?
	+ Discuss with advisees which EQs they have seen in courses

**MISC. about the CORE:**

* Note: Don’t see this as difficult, it just takes time (similar to PII course selection)
* Big advising load/need help/additional support from ASC?
* Whole CORE sounds like honor project!?
* Should ASC take more responsibility?
* Time constraints with advising?
	+ How do we move beyond the current time and structure of advisement? It will be beyond the semester 15-20 minute to achieve the requirement
* More support from program evaluation. (Review Pre-requisites)
* Look at CAP for advising (similar to CAP on class size?)
* Integrating TR will be more challenging for artifact etc. but may be easier for courses
* Need advising worksheet about artifacts
* Clarification of Health & Wellness requirement for the CORE
* Will guiding questions be on program evaluations?
* How is writing integrated in the CORE?
* When in their 4 years should they start thinking about CORE & IS?
* What if a student decides their EQ/Theme but they can’t find the classes or the classes are not being offered?
* How can we bring students together for conversations formed around internships? Should we? Advisor seminar? Online forum?
	+ College sponsored events? Integrate topics IS events? Tag events inspirational event?

**Comments**

* Create new advisement codes? Searchable? We need more info about others’ courses and what components of the core they fulfill.
* Must be a collaborative/interdisciplinary process and supportive? Model interaction beyond disciplines…beyond cultures
* Think of a wrap -around advisement model: need to clarify roles and structures around specific types of advisement responsibilities, how do we achieve the reality of the wrap around advisement… i.e. advisement by academic advisement, core advisor, other major advisement (English, Edu)
* Cheat sheet about enduring questions is needed / every PEQ with their enduring questions on a cheat sheet so that the faculty advisors have some background knowledge to move into consistent messages
* Have someone else doing the nuts and bolts advisement beyond the faculty. Need additional time and support for advisement to be built in for faculty so that we can do the higher level of advisement to excite, interest, advise, help make the connections and achieve the spirit of the core.
* Make a requirement for at least one of the three courses outside of the major requirement
* Implementation process: a great deal of the core “ working” does come down to how well does the faculty ‘sell’ it and make it work from a students’ perspective…need to get a consistent message from faculty advisors and from student advisement …advisor training much more than the nuts and bolts that speaks to the qualitative/ higher level…get people from across various schools and various program to actually buy in—need to get everyone fired up and to choose something that the students are passionate and interest you about : encourage and interests
* The first 3 weeks of the CME course is to come up with some type of support to insure that the IS cluster is valid, justified and makes the connection
* Need infrastructure support ex. Health & Wellness with Mental Health Services
* Excitement was lost over PI’s after a couple years
* Needs to be assessment tool for students to tell us if they are learning about the CORE
* Faculty Evaluation is during semester not at end- this is an issue
* Would love to have a course description on how faculty can see their courses as interdisciplinary