

Core Council
10-24-16

Core Council Members

Belinda Blevins-Knabe
Elizabeth Sloan Davidson
Linda Stauffer
Rebecca Street
Mark Funk
Michael DeAngelis
Tusty ten Bensel
Brian Mitchell
Joe Felan

Ex-officio

Joanne Matson

Absent

Nic Jovanovich

Guests

Ross Bradley
Pattie McCord
Brian Ray
Alois Adams
Katie Halford
Cheryl Johnston
Kristen McIntyre
Shuzhen Deng
Marian Douglas
Jeremy Ecke
Joe Giammo
Floyd Martin
Sarah Quintanar
Katie Halford

CAAC members attended this meeting to discuss rubrics they have developed for different skills and values in the core. The purpose was to determine whether it is possible to develop a common rubric for each skill and value.

1. A rubric for Skills 3: Information Technology (Information Literacy) was presented.

Science Core Committee

Rubric for Skills 3: Information Technology (Information Literacy)

3 – Student demonstrates the ability to inquire, evaluate, and communicate information using past and/or current information technologies as appropriate.

2 – Student demonstrates some difficulty in inquiring, evaluating, and/or communicating information using past and/or current information technologies as appropriate.

1 – Student demonstrates significant difficulty in inquiring, evaluating, and/or communicating information using past and/or current information technologies as appropriate.

0 – Student demonstrates little to no ability to inquire, evaluate, and communicate information using past and/or current information technologies as appropriate.

Comments from the group included:

how to distinguish between awareness versus doing

level of understanding expected for the end of a core course

three indicators were suggested that would include, use, understanding, assess/evaluate.

2. Communication-Speech presented the rubric for civic engagement.

	Capstone 4	3 Milestones	Milestones 2	Benchmark 1	Absent 0
Analysis of Knowledge	Connects and extends course knowledge (facts, theories, etc.) to civic engagement and to one's own participation in civic life, politics, and government	Applies course knowledge (facts, theories, etc.) to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect course knowledge (facts, theories, etc.) to civic engagement and to one's own participation in civic life, politics, and government	Begins to identify course knowledge (facts, theories, etc.) as being related to civic engagement and to one's own participation in civic life, politics, and government	No attempt to connect course knowledge (facts, theories, etc.) to civic engagement and to one's own participation in civic life, politics, and government

Category	Core Value 2: Civic Responsibility Outcome
Science	develop an understanding of the ethical issues that may result when applying scientific knowledge that is incomplete
Comm-Written	1. recognize the importance of written communication in academic, professional, and civic arenas of life 2. Apply writing skills for civic engagement understand the relationships between language, knowledge, and power
Fine Arts	understand and experience the roles played by the arts in developing a sense of civic community through community arts performances and institutions
Social Sciences	develop an understanding of the ethical implications of social science research, methods, knowledge in addressing social issues
US Traditions	understand roles, rights, and responsibilities of citizenship
History of Civ	understand the ethical implications of research, methods, knowledge in addressing cultural issues
Humanities	understand the use of a humanistic perspective in developing a sense of civic responsibility
Comm--Spoken	understand the power of communication to influence a community positively or negatively
Math	None listed

Comments from the group included:

differences in participation versus application of course material

the role of awareness

The group concluded that more discussion would be helpful and agreed to meet once more before the end of the semester.